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ABSTRACT

A final report is provided of the CASAS Project, a comprehensive educational assessment system designed to measure the identified competencies of local educational programs for all levels of Adult Basic Education (ABE) and English as a Second Language (ESL). The report begins with lists of personnel involved in the project, and an overview of CASAS which sought to: (1) provide effective placement materials and procedures for correct student placement into ABE, ESL, and vocational programs for beginning through advanced levels; (2) measure student achievement in a competency-based program; (3) target day-to-day relevant instruction; (4) certify attainment of competencies for movement of students to higher program levels and for local certification programs; and (5) provide materials and procedures adaptable to various settings and linked to competency-based curriculum goals and instructional programs. Section A provides a needs statement, general and project background, and a summary of 1980-81 activities. Section B summarizes CASAS 1983-84 activities, focusing on the undertakings of project committees, test item development and field testing, assessment results, vocational assessment activities, microcomputer use projects, and the development of a career guidance system. After section C describes efforts to disseminate project materials, sections D, E, and F look at CASAS workshops, presentations, and training workshops. Extensive appendices provide additional background material, test results, final reports on various project activities, and survey materials. (LAL)

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# California Adult Student Assessment System

# (CASAS)

# PROJECT

## Final Report

1983 - 1984

JC 850 083

AN ASSESSMENT CONSORTIUM PROJECT SUPPORTED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION THROUGH SECTION 310 FUNDS AND COORDINATED BY THE CASAS PROJECT STAFF OF THE SAN DIEGO COMMUNITY COLLEGE, CONTINUING EDUCATION CENTERS.

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# CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS) OVERVIEW

CASAS is a comprehensive educational assessment system designed to measure the identified competencies of local educational programs for all levels of Adult Basic Education and English as a Second Language, including pre-vocational curriculum. This nationally validated program, a part of the National Diffusion Network, was developed to meet five major goals:

1. To provide effective assessment materials and procedures for correct placement of students into programs from beginning through advanced levels of ABE, ESL, and vocational programs.
2. To measure student achievement in a competency-based program.
3. To target day-to-day relevant instruction.
4. To certify attainment of competencies for movement of students to higher program levels and for local certification programs.
5. To provide materials and procedures that are adaptable to a variety of educational settings and are linked to the competency-based curriculum goals and instructional programs.

These goals were achieved through the cooperative planning and development activities of CASAS, which is a consortium of agencies that provide educational services to adults, coordinated by the CASAS Project Staff of the San Diego Community College District. The Consortium includes representatives from adult education agencies, community colleges, community based organizations, correctional institutions, special education, and alternative education programs. Developing a competency-based assessment system based on local agency identified competency statements and linked to curriculum and instruction is not an easy task. Many agencies do not have the staff or budget required to construct the items, tests, and supporting materials needed to provide valid and reliable assessment for their programs. CASAS utilizes the resources and expertise of many agencies and this cooperative effort provides a comprehensive and built-in adaptability that could not be accomplished efficiently and effectively by one agency alone.

## SECTION A

### Part I - Needs Statement

The California Adult Basic Education and English as a Second Language programs are currently designed to meet the needs of those learners whose lack of basic skills and functional competency hamper their effective participation in society. Reading, writing, speaking, listening, and computation are crucial skills needed to function competently in every day life. (California State Plan-Adult Education Act, Appendix A.) In order to fully implement a competency-based educational program for adults at all levels of functioning in appropriate educational programs for adults, a comprehensive life skills assessment system is needed to place adults at all levels of functioning in appropriate education programs, and to measure their growth toward educational goals. Implementation of competency-based programs requires assessment designed to link with curriculum and instruction.

Traditional assessment practices that were used as indicators of success such as grade level gains, and number of hours of attendance are not applicable to competency-based adult education. CBAE requires that the assessment certify explicitly stated, agreed upon outcomes, and that achievement of specified competencies can be demonstrated in flexible time parameters.

## SECTION A

## Part II - General Background

In 1971, the United States Office of Education funded the (APL) to define adult literacy in terms of actual competencies performed in everyday life tasks and to assess these competencies for the adult population in the United States. Results of this study indicated a need to focus adult basic education curriculum on demonstrated competencies that adults need to function in everyday life tasks.

The California State Department of Education, Adult Field Services Section, and adult educators in California responded to this study by initiating staff development programs, revising teacher training programs, and additional identification of adult competency needs in California. (Teacher Training Projects - San Diego State University and California State University, Fullerton; Needs Assessment/Nomos Study.)

During the 1976-77 school year, a series of 309 funded staff development workshops were designed and implemented to assist districts in designing and developing competency-based adult curriculum and instructional modules for Adult Basic Education programs.

In the Spring of 1977, the CALCOMP (California Competency) Committee was formed in response to concerns expressed by adult educators regarding the credibility of the adult high school diploma and the low levels of adult functional literacy that surfaced through research. Seven districts in the state formed a consortium to serve as special experimental and demonstration competency-based education (CBE) projects to develop CBE adult high school diploma programs in their districts. The consortium prepared a process model for the development of a competency-based adult high school diploma that reflected the uniqueness of each local adult education program in California. The goal was to provide a sound educational framework that is relevant to the needs of adult learners. Four additional 309 funded projects from the California State Department of Education, Adult Field Services Section, were developing other components necessary for the implementation of a competency-based adult education program. San Diego Community College District developed a "Model Information, Collection, Evaluation, and Dissemination System" for competency-based adult instructional materials, programs, and teaching strategies. Los Angeles Unified School District developed Competency Achievement Packets, curriculum materials for a "Competency-Based Adult Diploma Project." Clovis Adult School developed competency-based curriculum materials for the Adult Basic Education program levels - Competency-Based

Live-Ability Skills" (CLASS). San Francisco Chinatown Resources Development Center developed ICB-VESL, competency-based vocationally oriented curriculum materials for ESL students.

## SECTION A

## Part III - Background for Development of an Assessment System

During 1979-80, San Diego Community College District was involved in a consortium effort with three other districts from the CALCOMP Consortium to identify assessment needs for implementation of a competency-based adult high school diploma program. ABE and ESL personnel were included in the process as the consortium focused on appropriate placement of adults into educational programs and certification of educational attainment for Advanced ESL students. Two meetings were scheduled with ESL personnel from throughout the state who were involved in development of assessment instruments, to focus on the needs of the non-native speakers of English and availability of existing assessment instruments that could be incorporated into an assessment system. In addition, a field test involving five districts, was conducted to gather data on present educational attainment of advanced ESL students as well as Adult Basic Education students, and field test several instruments that were being used for placement and certification. Discussions and to field test activities focused on the lack of an adequate assessment system which would place adults in appropriate educational programs and levels, as well as measure their growth toward educational goals, and certify competency attainment. Through all of these above mentioned efforts, the framework was established for the California Adult Student Assessment System (CASAS).

## SECTION A

## Part IV - Summary of 1980-83 Activities

During 1980-83, the San Diego Community College District, Continuing Education Division coordinated the efforts of the California Adult Student Assessment System Consortium, a group representing eighteen agencies throughout the state, to identify assessment needs of adult students, review test design and assist in field testing life skill test items and instruments developed for ABE, ESL, and High School Completion students.

The CASAS Consortium Summer Institute in August, 1980, established a realistic foundation for CASAS, identified information and assessment needs and established a direction for implementation of the assessment system.

Throughout the year, the Project organized and conducted monthly consortium meetings which:

1) provided the ongoing communication necessary to establish a core of common competencies across consortium districts for ABE and ESL.
2) identified common problems arising in the implementation of a CBAE assessment system that must have curricular relevance.
3) reviewed current data collection and testing procedures for ABE testing and made recommendations for changes.
4) provided ongoing review, evaluation, and field testing for all test items, instruments, and materials being developed.

Continued involvement of the Consortium ensured development of an assessment system that was relevant to adults enrolled in adult programs throughout the state.

Specifications were developed to provide a set of guidelines for constructing life skill test items that measure the common core of competencies identified by the Consortium. Instructors and curriculum specialists trained as test item writers, developed life skill items to measure competencies included in the curricula of the CASAS Consortium agencies at all program levels from beginning ABE and ESL to high school completion. All items were reviewed by instructors and curriculum specialists who were knowledgeable in the subject area and program levels. Two major field tests were conducted during the year, one in November 1980 and the second during February and March 1981, with a total of 9,300 adult students taking part in the testing.

Test item quality was measured using traditional item analysis techniques and also the Rasch scaling procedures. Prototype life skills achievements tests and locator prototype tests were designed with items selected from the two field tests. Competencies to be measured were included based on their priority rating on the survey which identified a core of competencies included in ESL and ABE programs in the CASAS Consortium agencies. Preliminary field sampling was conducted with the Life Skills Reading Locator Test and the Prototype Life Skills Achievement Test to establish a correlation between the two and check the validity of using a locator for testing placement of students.

Item bank information was compiled for each item, containing statistical data and descriptive competency code numbers to link the item to appropriate curriculum. All valid items and selected data were included in an item bank. This item bank allows teachers to assess areas of competencies by developing tests that match their objectives at an appropriate level of difficulty.

The CASAS Consortium identified competency-based materials currently being used in ABE and ESL programs. These materials were reviewed by project staff and a preliminary matrix was developed that involved all materials meeting criteria established by the Consortium. All these identified materials were then coded to the CASAS Competency list indicating content area, competency area, and competency statement. The June 1981 Summer Institute, established procedures for ABE testing during 1981-82, reviewed activites regarding implementation of a competency-based high school diploma program, identified further research needed in adult basic education, established guidelines for implementation of alternative modes of assessment and made plans for the 1981-82 CASAS Consortium activities.

Field testing of CASAS Life Skills Achievement tests for three levels, two alternate forms, for ABE and ESL students in the CASAS Consortium districts was conducted during the Fall semester of 1981. A pre-test was conducted in October and a post test was conducted in December with 5,056 adult students in the CASAS Consortium districts paticipating. In addition, adult programs in several other states requested participation and were included in the field test. In November, an item field test was conducted and involved 5,017 students from the

CASAS Consortium districts and several other states. Additional efforts include identification of listening skills and competencies and development of test items to measure these listening life skills. In March 1982 a field test was conducted with 3,600 adult students. Staff development procedures were developed for training needed to begin implementation. Other item banks were reviewed for possible linkage to the CASAS item bank. Additional life skill items were developed in order to measure competencies along a difficulty continuum for all levels of ABE and ESL. Work continued on the CASAS Curriculum Matrix. Monthly consortium meetings and the Summer Institute provided the ongoing necessary assistance and review of all processes and products to insure relevance and validity.

Based on field test results from the Life Skills Reading Achievement Testing during the 1981-82 year, revisions were made and three levels of Life Skills Reading Achievement tests, with alternate forms for each level were developed. In addition, three levels of Life Skills Listening Achievement tests with alternate forms were constructed, using the items field tested during the previous Spring. A series of four regional workshops were conducted to provide all adult education districts in California with the test materials and training necessary to administer these tests in their districts during the Fall 1982 Semester. Pre and post test data was collected from all districts to verify the validity and reliability of the tests and to begin analyzing adult student achievement data. The sampling of data included 27,000 adult students enrolled in ABE and ESL programs throughout the state.

An item field test was conducted and involved 2,450 students from the CASAS Consortium Districts as well as other districts. The field test focused primarly on upper levels of ABE and ESL, and on high school completion competencies.

During March, an extensive item field test was conducted and involved 7,500 students in all levels of ABE, ESL, and high school completion. Both listening and reading items were field tested throughout the CASAS Consortium Districts at all program levels including pre-vocational ESL and ABE.

The Curriculum Matrix was expanded to include additional materials. Additional materials were submitted by the Consortium for inclusion during 1983-84. Sub-Committees of the Consortium developed materials, procedures, and guidelines for implementation of the assessment system. The CASAS Consortium meetings and Summer Institute provided the ongoing communication necessary for review, evaluation, and field testing of all instruments, materials and procedures being developed.

## SECTION B - Summary of 1983-84 Activities

In order to develop and implement an assessment system that provides for all the assessment needs identified by the CASAS Consortium, the following goals were established for 1983-84:

1. To demonstrate in the CASAS Consortium agencies, the use of assessment materials and procedures developed by this consortium project.

2. To evaluate and validate this assessment system for state and national dissemination.

3. To provide additional assessment materials, procedures and resources required for:
    - A) Assessment in pre-vocational/vocational ESL and ABE
    - B) Alternative measures of assessment
    - C) Assessment of basic skills

4. To develop and demonstrate the feasibility of the effective use of microcomputers for:
    - A) Data analysis
    - B) Curriculum management
    - C) Item bank management

5. To adapt/adopt and develop vocational assessment procedures, materials and other resources for inclusion into the assessment system.

## Summary of 1983-84 Activities by Goal

This section describes the 1983-84 CASAS activities, products and processes. It includes:

### Goal 1:

Establishment of six CASAS Demonstration Sites

Expansion of Demonstration Sites to 13

30 Agencies visited CASAS Demonstration Sites

Training-of-Trainers For Three CASAS Workshops

Development of Three Additional Training Workshops

Establishment of Northern and Southern Consortium Chairs

CASAS Committee Reports:

#### Internal Evaluation

Development, Administration, and Analysis of Instructor Survey and ABE Pre-Post Test Survey

#### Applied Performance

Training Workshop Developed - Trainers Trained

#### Vocational Assessment

Development of Pre-Vocational Survey Achievement Tests

Entry Level Vocational Training Competencies

#### Item Bank and User's Manual

Matrix of all items by content, task, difficulty

Competency List and Curriculum Matrix

Both documents revised.

Handicapped-Learning Disabled

Identification of Competencies

Item Development

Item Field Test Conducted

Item - Test Development and Field - Testing

- Orientation of New 306 Agencies
- ABE Statewide Pre-Post Testing
- Item Field Tests Conducted (2)

GED/CASAS Survey

Established Content Overlap

Goal 2:

Joint Dissemination Review Panel Submission

CASAS approved as exemplary validated program for national dissemination.

Correlation of CASAS and BEST Test

Goal 3:

Assessment of Pre-Vocational and Vocational ESL/ABE students conducted.

Alternative Measures of Assessment Training Workshop developed

Assessment of Basic Skills addressed by development of bibliography as well as linkage to Northwest Evaluation Association Item Bank

Goal 4:

Two microcomputer programs developed

Use of existing programs adapted for CASAS data management

Two CASAS Demonstration Sites for Micro-Computer management of data established.

Goal 5:

"User's Guide for Vocational Assessment Instruments for Youth and Adults" developed and disseminated.

CASAS Career Guidance System developed.

Vocational competencies established

Vocational items and tests developed and field tested

## Goal 1: CASAS DEMONSTRATION SITES

To meet the first goal, six CASAS Demonstration Sites were established in October, 1983, to provide technical assistance and opportunities for visitations to adult education agencies in California wishing to implement CASAS. The following sites served as CASAS Demonstration Sites:

Clovis Adult School
Hacienda-La Puente Adult School
San Diego Community College Continuing Education Division
Salinas Adult School
San Francisco Community College Centers
Vallejo Adult School

CASAS and DNAE directors planned and presented a one day training workshop for these site teams to assist with the development of an agenda for each site, description of their CASAS implementation efforts, and procedures for setting up the visitations and follow-up evaluation of each visit. DNAE included a description of visitation workshop for each demonstration site in the DNAE Catalog and sent an informational packet to agencies requesting information. CASAS provided technical assistance to each of the sites, funding for the visitations, materials needed from the visitations and evaluations of effectiveness.

During 1983-84, these six CASAS Demonstration Sites provided 15 half day visitations for 30 agencies and 121 staff from these agencies. The evaluations of the visiting agencies were very positive.

Because of the positive response to the demonstration sites and the number of requests for visitations, seven additional consortium agencies were selected to serve as demonstration sites and a one day training workshop was provided in August, 1984. These sites have scheduled a minimum of three visitation workshops for 1984-85.

Appendix G provides a description of each CASAS Demonstration Site, a list of the agencies participating in the visitations during 1983-84, an outline of the training workshop for demonstration sites, and evaluation data.

## Goal 1: TRAINING WORKSHOPS - TRAINING OF TRAINERS

The number of requests for the two CASAS training workshops developed in 1982-83, and, also for CASAS awareness sessions throughout the state during 1983-84, required that additional trainers be trained to assist in the delivery of these two workshops and that additional training workshops be developed. (Dissemination Section includes list of agencies participating and workshops given during 1983-84.) To meet these needs, a plan was established to develop training-of-trainer manuals for the existing training workshops and to develop four new workshops with training manuals for each workshop. A two-day writer's workshop was held in March 1984 to review the existing training materials and begin the process of developing training-of-trainer manuals and developing the basic workshops and training manuals for each. Ten CASAS Consortium members and CASAS staff participated in this workshop. The following is a summary of the workshop development, field testing, and progress report of training-of-trainers as of August 1984.

TEST CONSTRUCTION: Training packet was revised and a new workshop, PLANNING FOR AN ASSESSMENT SYSTEM, was developed, based on the evaluation of the needs identified by the participants and trainers of Test Construction workshops. This new workshop provides agencies with the information that is needed to begin initial planning for implementation of CBAE and CASAS. It assists with how to do a needs assessment to identify competencies included in curriculum, establishing competencies on a continuum in course outlines, cross coding agency competencies to the CASAS Competency List, and establishing levels of difficulty for each program level. The four original trainers trained an additional four trainers for each of these workshops.

ITEM WRITING FOR COMPETENCY BASED TESTS: A training-of-trainers manual was completed for this workshop and the three original trainers trained an additional three trainers for this workshop.

FROM ASSESSMENT TO INSTRUCTION: This half day workshop was developed to assist teachers in the use of the CASAS Life Skills Survey Achievement Tests and other classroom assessment to target relevant instruction and to locate appropriate competency based materials from the CASAS Curriculum Index and Matrix. This workshop was field tested during the summer of 1984 and training-of-trainers will take place in 1984-85.

USING APPLIED PERFORMANCE ACTIVITIES AND MEASURES IN THE CLASSROOM: This half day workshop was developed by the CASAS Consortium committee on applied performance assessment to assist teachers in using applied performance measures in the classroom and not rely only on pencil and paper measures. This workshop was field tested at the CASAS Summer Institute, revisions were made, and the committee of seven trainers is prepared to present this workshop on a regional basis during 1984-85.

USING DATA FOR PROGRAM PLANNING: This half day workshop is targeted to program coordinators and managers to assist them in using the available data for planning a program, planning staff development, and allocating resources. This workshop was field tested during the CASAS Summer Institute 1984 and training-of-trainers will take place in 1984-1985.

Goal 1: PLACMENT PROCEDURES:

Fifteen agencies in the CASAS Consortium contributed descriptive information about placement procedures used in their programs. This was compiled into a packet to provide the Consortium with a wide variety of strategies for implementation of intake/placement assessment.

Goal 1: CASAS CONSORTIUM:

CASAS staff coordinated the efforts of the CASAS Consortium during the 1983-84 year. For the first time, a chair was designated for both the Northern and the Southern Consortium to assist the director in establishing the agenda for each meeting, chairing the meeting, and coordinating the staff development and training efforts in each region for both the consortium members and additional agencies requesting workshops and technical assistance. The consortium reviewed and evaluated current assessment materials and procedures, reviewed curriculum and course outlines to verify the match of current assessment instruments to district curriculum at each program level, identified additional test instruments and materials needed for implementation, reviewed and field tested new items and instruments, participated in training workshops and provided training to their local agency staff.

Committees of the consortium were responsible for specific developmental and review tasks which were then submitted to the entire consortium for review and approval. The committees include:

INTERNAL EVALUATION: Responsible for assisting the External Evaluation Committee with the data collection needed to evaluate and validate the assessment system for state and national dissemination, designing/reviewing data collection forms to collect the needed data, coordinating the data collection agency, reviewing data and evaluating program effectiveness.

Completed: Instructor Survey developed, administered, and data collected and analyzed. ABE Pre Post Test Survey for program managers developed, administered, data collected and analyzed. Results reported in section on evaluation of the assessment system.

APPLIED PERFORMANCE: Responsible for identifying applied performance assessment materials that could be adapted/adopted for ABE and ESL classroom use, developing additional applied performance measures, and developing a training workshop that would train teachers in the use of these measures in the classroom.

Completed: Format for development of applied performance measures completed, and incorporated into the training workshop which was described in section about training workshops. Draft form of the training workshop was also completed.

VOCATIONAL ASSESSMENT: Responsible for reviewing the current CASAS Competency List in Occupational Knowledge, revising based on identification of additional competencies, cross-coding competencies in other content areas as appropriate, reviewing and field testing pre-vocational survey achievement tests at Levels B and C, identifying priority vocational areas for development of entry level assessment.

Completed: CASAS Competency List revised for Occupational Knowledge. Other content areas cross-coded. Level B pre-vocational pre and post testing completed. Level C test constructed for use in 1984-85. Four vocational areas identified.

ITEM BANK AND USERS MANUAL: Responsible for reviewing all items in the bank to date and developing a matrix of number of items in the bank to date and developing a matrix of number of items by competency statement by difficulty level, and also by task area to identify additional item development needed during 1984-85. Responsible for the review of the Users Manual to identify additional content and resources for inclusion.

Completed: Matrix developed and items all coded by competency statement by difficulty level and also by task area. Recommendations made for additional item development. Review of Users Manual not completed. Needs to be revised during 1984-85.

COMPETENCY LIST AND CURRICULUM MATRIX: Responsible for the review and updating of the list and the matrix.

Completed: CASAS Competency List was reviewed, four additional competency statements were approved and the entire list was reevaluated by the consortium. the Curriculum Index and Matrix was revised and expanded based on input from the consortium. 1984 revisions of both documents were distributed at the CASAS Summer Institute in June 1984.

HANDICAPPED-LEARNING DISABLED: Responsible for the identification of competencies appropriate for learning disabled adults, development, review, and field testing of items to assess those competencies, and development of assessment instruments that measure achievement of adults enrolled in these programs that are functioning below the A Level and are not able to be assessed using the A Level CASAS Survey Achievement Tests. This committee was expanded in October of 1983 to include representation from the California State Department of Developmental Services, each of the state hospitals that received 306 Funding, and additional local education agencies that offered educational services to the developmentally disabled.

Completed: Competencies contained in the CASAS Competency List that are appropriate for this population have been identified. Additional competencies not included in the CASAS Competency List have been identified and included in the list of competencies for this population. Items measuring these competencies have been identified in the Item Bank, and additional items have been developed. A statewide item field test was conducted in late summer of 1984 and using the results of this item field test, a pre-Level A survey achievement test will be developed and field tested during 1984-85. Appendix F contains a detailed report of the activities of this committee from the date of its expansion in the Fall of 1983 to include representation from each of the state hospitals and State Department of Developmental Services.

Consortium meetings were held in October, December, January, and

May. A joint consortium meeting was held in March for one and a half days before the CBAE State Conference and a three day Summer Institute was held in June 1984 for the consortium as well as additional agencies who had participated in the training sessions during 1983-84 and were implementing CASAS in their districts. Appendix H includes agendas for all the meetings. The minutes of all meetings are on file in the CASAS Office. The agenda and list of participants for the CASAS Summer Institute can be found in Appendix E.

## Goal 1: ITEM-TEST DEVELOPMENT AND FIELD TESTING

ORIENTATION OF NEW 306 AGENCIES FOR ABE PRE-POSTING: Based on a list provided by the State Department of Education of agencies that have received 306 funding for the first time, CASAS provided these agencies with a complete packet of assessment instruments (camera-ready copies), directions for reproduction, and all administration materials needed for ABE pre-post administration. CASAS provided technical assistance via phone for those that requested assistance. This method of orientation and technical assistance was not satisfactory and resulted in misuse of the tests and confusion on the part of the new agencies. It was recommended that the orientation be provided through a series of five regional half day workshops at the beginning of each year as had been done in previous years. This procedure was reimplemented for the 1984-85 school year.

ABE PRE-POST TESTING: All agencies receiving 306 funding administered the CASAS ABE pre-post tests to a representative sampling of their ABE population. Some of the Consortium districts administered the tests to all students enrolled in their ABE program when the tests were administered during the first few weeks of the Fall Semester. At the time of the post test, teachers were asked to complete the ABE Class Questionnaire and submit the information with the pre and post test scores by class. CASAS staff collected all data, formatted it for data entry, entered data for analysis, and performed the analyses. A detailed report of this analysis is included in the report of the validation of the assessment system in the report of Goal 2 and in the Appendices. Additional data is on file in the CASAS Office.

ITEM TEST-NOVEMBER 1983: An item test was conducted in November 1983, involving 2838 students enrolled in advanced ABE and ESL and high school completion programs in CASAS Consortium agencies as well as other agencies. The purpose of the field test was to expand the CASAS scale at the top end by providing more difficult items that would be appropriate for high school completion; and to link basic skill items contained in the Northwest Evaluation Association and Santa Clara County Item Banks. These test forms were analyzed and preliminary calibrations were established for the items.

ITEM TEST-SPRING 1984: A major item test was conducted in the

Spring of 1984 to field test new items for inclusion into the Item Bank. These included both reading and listening items. A major emphasis was on items classified as pre-vocational and coded to the Occupational Knowledge section of the CASAS Competency List. Also included were four forms that included items developed to assess low level A students and could provide a link to assessment for the developmentally disabled student assessment. A total of 3,685 students from 29 agencies participated in this item field test. Appendix D lists the agencies and the number of participants by level from each agency.

GED-CASAS SURVEY: The Consortium identified a problem with the implementation of a competency based program for upper levels of ABE students whose goal was to obtain a GED Certificate or a high school diploma based in part on passing the GED Test. A meeting was held with Dr. Douglas Whitney of the GED Testing Service in March of 1982, in conjunction with CASAS joint Consortium meeting in Sacramento. At that time a plan was established to conduct a two part research project to identify the content commonalities of the CASAS Competency List and the specifications of the GED Tests. Also, once the content had been established, the difficulty levels of items in the CASAS Item Bank and the difficulty levels of the GED items would be established in relation to each other. The content overlap research was conducted in the Fall of 1983, and the results included in Appendix I. In summary, only GED sub-tests in Social Science and in Math were found to have competencies in common. In the Social Studies area, interpreting charts, maps, graphs, and matrices was the competency to be most often identified as common to both. Identified items from this survey will be included in the next phase of this research project which will take place as a part of the CASAS item testing in Spring 1985.

Goal 2: JOINT DISSEMINATION REVIEW PANEL SUBMISSION:

A major effort for 1983-84 was the design, data collection and analysis of CASAS data for submission to the Joint Dissemination Review Panel which approves projects for national dissemination. Both the CASAS Internal and External Evaluation Committees assisted with this effort. John Wise, Lake Elsinore High School District chaired the External Evaluation Committee with assistance from all members of the committee. The two major claims submitted to JDRP and approved were:

First: Implementation of CASAS signficantly increases the implementation of competency based education in local education agencies.

Second: Agencies that implement CASAS experience a significantly higher student retention rate in their program.

Appendix __J__ includes the entire submission to the JDRP.

Additional data was collected during 1983-84 to evaluate the validity, reliability, and effectiveness of the assessment system. Effectiveness of placement into program was analyzed by comparing the results of a student's score on a placement test developed from the CASAS Item Bank and the results of the CASAS pre-tests administered within a two week period. Discrimination of the CASAS Life Skills Survey Achievement Tests to differentiate levels of performance was analyzed. Correlations between the CASAS Life Skills Survey Achievement tests, both reading and listening forms, and the Basic Education Skills Test (BEST) were established. The BEST is used by agencies receiving Office of Refugee Resettlement grants for English language training. CASAS ABE pre-post data for the state was analyzed and data reported for pre-test mean, post-test mean, gain, variables affecting gain, by program and level. Appendix C includes a summary of all research reports listed above.

Goal 3: ASSESSMENT OF PRE-VOCATIONAL AND VOCATIONAL ABE/ESL: some activities in this section have already been described under Goal 1. A description of the additional activities will be included in the summary of Goal 5.

Goal 3: ALTERNATIVE MEASURES OF ASSESSMENT: Activities, products and processes of the Applied Performance Committee have been described under Goal 1.

Goal 3: ASSESSMENT OF BASIC SKILLS: In addition to the basic skill item test described in Goal 1, a bibliography of basic skills tests used in adult education programs was developed and distributed in the 1984 CASAS Summer Institute Notebook. This bibliography needs to be refined and revised during 1984-85.

Goal 4: DEVELOP/ADAPT AND DEMONSTRATE EFFECTIVE USE OF MICRO-COMPUTERS:

DATA ENTRY AND EVALUATION PROGRAM (DEEP): CASAS developed this program during 1983-84 to anlayze CASAS pre-post data with the ABE Class Questionnaire. It is ready for field testing during 1984-85.

TEST BANK PROGRAM: This is a commercially available program that CASAS has used to store items in the Item Bank. It provides retrieval of items by competency statement number, difficulty level, and will print test questions selected and an appropriate answer key.

CASAS TEST ANALYSIS PROGRAM:

Scores Tests - raw/scale score
Class Record Sheet
Student Test Report
Site Report by program level
Item Analysis
Frequency Data
Demographic Data

ABE-TRACK: Scores Tests - raw/scale scores
Class Record Sheet
Pre-Post Test Report
Demographic Data
Item Analysis
Frequency Chart
Individual Student Records

CAREER GUIDANCE IN-TAKE PLACEMENT PROFILE PROGRAM:

File for Students
Student Profile
Prints Reports

CASAS Career Guidance Student Intake Form, and Career Guidance Student Intake File description are included in Appendix K.

MASTER CODE LIST: CASAS Master Code List is on file on Profile III Plus computer software for easy access by Item Bank number or other significant identifier as determined by user. The List contains all vital information used in test item identification and construction, includes: Item Bank number, description of test item display, difficulty level, form and page number and answer key. An example of a possible entry is:

| Item Bank# | Display | Form-Page | RIT | KEY |
|---|---|---|---|---|
| 113202 | Temperature graph | 14-39 | 140 | B |

CASAS DEMONSTRATION SITES; MICRO-COMPUTER MANAGEMENT OF DATA: Locations: Sweetwater, San Francisco and San Diego. The workshop will equip staff members directly responsible for CASAS recordkeeping with the skills necessary to operate the CASAS computerized management information system programs. These programs score Placement, Diagnostic, Exit Level and Survey Achievement tests. They also generate reports in the following categories: 1) Class record sheets, 2) Pre/Post Data, 3) Demographic Data, 4) Item Analysis, 5) Individual student records.

## Goal 5: VOCATIONAL ASSESSMENT

Vocational Assessment Guide: This guide reviews 54 commercially available assessment instruments appropriate for youth and adults who are educationally disadvantaged, limited English proficient or who are enrolled in Adult Basic Education Programs. The guide is divided into sections which review aptitude, interest, work samples, dexterity, special purpose, and handicapped assessment. It contains information on target population, reading level, format, interpretation, administration, scoring, cost, and publishers. The guide may be used in developing a comprehensive assessment system for specific program needs.

CASAS CAREER Guidance System: CASAS Demonstration Sites identified a need to develop and implement a career guidance system for competency-based programs. The following objectives were established for 1983-84:

1. Utilized the CASAS Vocational Assessment Survey to select appropriate vocational interest and aptitude assessment and field test with the system.

2. Develop a resource handbook and slide tape presentation to provide the framework for ongoing inservice for appropriate personnel. Information would include:

    A. How to link individual site career counseling efforts to district, agency or community resources for career planning, placement and counseling, employability skills.

    B. Availability of vocational ABE and ESL support classes.

    C. Availability of vocational training programs and employment opportunities district-wide, with suggested prepatory objectives and activities.

3. Development of instructional modules for

integrating career education into existing classes.

4. Produce a career guidance system form based on existing CASAS record keeping devices for student profile and competency attainment, adding the section for goals, objectives, and activities appropriate for adults in a CBAE setting. A computerized version would be developed compatible with other CASAS data management components on a TRS-80 III. Other microcomputers would be considered after initial development described above is completed.

5. Design group counseling sessions which would include:

A. Identification of appropriate community resources related to the CASAS Competencies in the areas of community resources and occupational knowledge.

B. Development of a bank of group counseling lesson plans for teachers and guidance personnel to use.

C. Facilitation of practical career decision-making on the part of students.

6. Design strategies to help vocational instructors deal with limited English Proficient students.

   A. Identify areas of cultural misunderstandings.

   B. Prepare handouts on how best to work with LEP students culturally and linguistically.

   C. Hold workshops for vocational instructors.

Each district would undertake major responsibility for the development of one of the above activities. The entire committee would be responsible for review and field testing of the components, and also for the revision of current CASAS record-keeping forms to include the additional sections listed above.

Completed: The "CASAS Vocational Assessment Instruments for Youth and Adults" was developed by CASAS Project Staff, reviewed, and disseminated to all consortium agencies. It will be disseminated to JTPA related training programs during 1984-85.

A CASAS Career Guidance Handbook was developed by

San Diego Community College District and field testing is in process.

Instructional modules for integrating career education into existing ABE/ESL classes was developed by Clovis Adult School and is being disseminated with the Class Project instructional materials.

A Career Guidance Student In-take form was developed by Hacienda-La Puente Adult School and field tested. A computer format was also developed so that the data could be computerized utilizing the TRS-80 Model III or IV using Profile III Plus software program. It is available for dissemination.

A series of group counseling lesson plans was developed by the San Francisco Community College District for use in ABE/ESL classrooms.

A handbook entitled "Helping Vocational Instructors Help Limited English Proficient Students in Regular Vocational Education Programs" was developed by Salinas Adult School, reviewed, and disseminated to CASAS Demonstration Sites.

Vocational items and tests: In addition to the CASAS Life Skills survey achievement tests, two levels of pre-vocational reading achievement tests with an alternative form for each level are available which are designed to measure student achievement in reading competencies related to Occupational Knowledge. Content and range of item difficulty were matched in designing equivalent forms. An achievement scale is developed for each form. This scale permits measurement of student progress on an equal interval scale, independent of norm groups. The tests also provide criterion/content information about student mastery, since every item has a scaled standardized difficulty level and also is referenced to each specific competency statement. Test results can be used to provide more valid data on individual student achievement as well as group achievement after a period of instruction has occurred.

# DISSEMINATION

## A) Dissemination within California

Dissemination on an ongoing basis for the CASAS Consortium was provided for in Consortium meetings, the Summer Institute, and involvement in all CASAS field test activities. Staff development for other agencies in California was provided for by CASAS certified trainees through linkage with the CBAE Statewide Development Project and the Dissemination Network for Adult Educators, both 310 funded projects through the California State Department of Education, Adult Alternate Continuation Education Unit. Three CASAS Training Workshops, "Planning for an Assessment System", "Test Item Writing for Competency Based Tests" and "Test Construction Using the Item Bank" have been included in the DNAE catalog of exemplary programs. These additional training workshops were developed and field-tested. A full description of these additional training workshops is included in Section B, Goal 1. Project Staff and CASAS Consortium members provided both projects with the materials, procedures, and consulting services necessary for the staff development and dissemination requested. The Project Director served as a member of the DNAE Dissemination Panel. In addition to Adult Education agencies, training was provided for the State Department of Corrections and the California Youth Authority. Other dissemination activities include presentations to ABE and 310 Directors meetings, and other professional education associations.

## B) National Dissemination

During 1983-84 CASAS planned and implemented a full scale evaluaiton of CASAS implementation and effectiveness in California. Data was collected, analyzed, and the results were submitted to the Joint Dissemination Review Panel (JDRP) in Washington D.C. in February 1984. CASAS was approved by JDRP as a validated assessment system with the claims of effectiveness approved by this review board. A proposal for funding to disseminate CASAS nationally was appproved by the National Diffusion Network in June 1984, and the first adoption workshop outside California was conducted in August 1984 for the Maryland State Department of Education.

## C) Presentations and Training Workshops

The following is a list of presentations and training workshops presented during 1983-84. A total of 44 presentations and workshops were given.

The following is a list of persons and agencies who requested and received CASAS materials during 1983-84. A total of 600 packets of materials were distributed during 1983-84.

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| | | |
|---|---|---|
| Florence Peetz | California Literacy, Inc. | Alhambra, CA |
| Josephine Roberts | Fullerton Union High School | Fullerton, CA |
| Yollanda Turley | Caoistrano Unified School | San Juan Caoistrano, |
| Jan Lathrop | Northern Illinois University | DeKalb. Ill |
| Jan Johnson | The Network, Inc. | Andover, MA |
| Don Eiten | Indo-Chinese American Councel | Santa Rosa, CA |
| Mary Willoughby | Greley, CO | |
| Elaine Shelton | University of Texas at Austin | Austin, TX |
| Adrian Bozzolo | Oakland Unified School | Oakland, CA |
| Fay Harbison | Newport-Mesa Unified School | Newport Beach, CA |
| Tracey Ruffner | | Berkeley, CA |
| Aurora Eustaguio | Truckee Meadows College | Reno, NV |
| James Spears | Yoth Authority | Ione, CA |
| Alice Prenderqust | Pinellas Co. School Board | Palm Harbor, FLA |
| Michel J. Charbonnier | Training Dept. | Jeddah, Saudi Arabi |
| Mary Kernodle | La Puente Adult School | La Puente, CA |
| Judy Arter | Northwest Regional Educational | Portland, OR |
| Carla Kraus | | San Francisco, CA |
| Ms. Pagan | Rita Welsh Adult Skills | Williamsburg, VI |
| Frederick Hop | Westark Community College | Fort Smith, AR |
| Freddy Torres | Puerto Rican Cultural Center | Springfield, MA |
| Jim Morgan | Adult Education | Wichita Falls, TX |
| Beth Kiley | NC Regional Occup. Program | Sunnyvale, CA |
| Miguel Hurtado | Coahella Valley Adult | Coachella, CA |
| Marty Heisler | | Woodland, CA |
| Jan Brewer | Orange Grove Adult Program | Sacramento, CA |
| Jim Morgan | Eucation Service Center | Wichita Falls, TX |
| Michael Roddy | San Mateo Union Adult School | San Mateo, CA |
| Sheila Berg | Manteca Adult School | Manteca, CA |
| Ginni Swanson | Adult & Continuing Ed. | San Diego, CA |
| Judy Olsen | Alemany Community College | San Francisco, CA |
| Steve Spurling | ESL Department | Kentfield, CA |
| Lonnie D. Farrell | Los Angeles Unified School | Los Angeles, CA |
| Ms. Fochler | Acalances | Walnut Creek, CA |
| Deborah Essoe | Naoa Valley Adult School | Napa, CA 94558 |
| Willie Dickerson | Buddhist Council for Refugee | Talmage, CA |
| Bertie Wood | Torrance Adult School | Torrance. CA |
| Lu Ellen Schafer | Santa Cruz Adult | Santa Cruz, CA |
| H. Jeffrey Rafn | N.H. Job Training Councils | Concord, NH |
| Ted Dutton | Refugee Project | City of Industry, CA |
| Sara Busch | | Evenston, Ill |
| Lois Woodruff | San Juan School for Adults | |
| Jean H. Lowe | Adult & Community Education | Falls Church, VI |
| Charles Stocker | Preston School | Ione, CA |
| Elisa Kennedy | Astoria, OR | |
| Terry Patton | Olympic, WA | |
| Pam Spinosi | | Sacramento, CA |
| Sandra Brown | Miami-Dade Community College | Miami, FL |
| Louellen Sweinhart | Rancho Santiago | Orange. CA |
| Gayle Cates | | Woodland Hills, CA |
| P. Verrathanongdoch | SFCCD Chinatown | San Francisco, CA |
| Douglas Whitney | American Council on Ed. | Washington, DC |
| Christine Midlin | Haford Public Schools | Hartford, Conn |
| Eric Bredenberg | Long Beach, CA | |
| Christine Lucus-Kirkland | South San Francisco Adult | South San Francisco, |

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| | | |
|---|---|---|
| Gale Ewer | Greater Springfield Ed. Center | West Springfield,MA |
| Betty Gerhardt | ABC Adult School | Cerritos, CA |
| June Meyers | E | Edwardsville, ILL |
| Laura Keller | Adult & Community Ed. | Sunnyvale, CA |
| Fran Tracy | Maryland State Dept. of Ed. | Baltimore, CA |
| Pauline F. Knighlinger | Worcester State College | Worcester, MA |
| Shirley Langeland | | Pomona, CA |
| Al Schoenborn | | Ontario, CA |
| Maria Luna | | Daly City, CA |
| Maria River | | Oceanside, CA |
| Jesus Mojeda | | El Monte, CA |
| Joanne Grollmus | | Pomona, CA |
| Bonnie Davila | | |
| Anne Bay | | Fountain Valley, CA |
| Robert Anderson | | Huntington Beach,CA |
| F. Daniene Marciano | | Santa Clara, CA |
| Gayle Forguy | | Garden Grove, CA |
| Roel Poqueno | | Modesto, CA |
| Mary Ann Morse | | W. Covina, CA |
| Ann Ullman | | |
| Evelyn Hill | Mt. San Antonio College | Walnut, CA |
| Bonnie Johnson | | Long Beach, CA |
| Jeanine Reed | Chapman Heltinga Adult School | Garden Grove, CA |
| Martha J. Martin | Morgan Hills Comm. Adult Ed. | Morgan Hills, CA |
| Velma Reep | | West Covina, CA |
| Louise Gustafson | Lincoln Education Center | Garden Grove, CA |
| Linda S. Smith | Center for Applied Linguistics | Washington, DC |
| Marc Potish | CT ABE Staff Development | Farmington, CT |
| Fiona Armstrong | NYC Board of Education | NY. NY |
| Sally Waldron | Adult Literacy Resource | Boston, MA |
| Arnold Goldstein | Broward County School Board | Ft. Lauderdale, FL |
| Virginia Knarta | Bank St. College of Ed. | Ny, NY |
| Marcia Giza | Wilson School District | West Lawn, PA |
| Marlene Sholod | YMC Elesar | NY, NY |
| Rosy Diaz-Dogue | DADE County Public Schools | Miami, FL |
| Betty Burstin | Adult Basic Education | NY, NY |
| Dukene Brady | NY State Dept. of Corrections | Albany, NY |
| John Thomas | Far West Laboratory of Ed. | San Francisco, CA |
| June Hall | Pensacola Jr. College | Pensacola, FL |
| Joanne Shepard | Brooklyn Adult Training | Brooklyn, NY |
| Lois Matheson | Division of Continuing Ed. | Albany, NY |
| Rosalie Phillips | Weed End College Adult | Brooklyn. NY |
| Sally Waldron | Adult Literacy Resource | Boston, MA |
| Harriet Bailer | ABE/HSE Services | NY, NY |
| Mable Robbins | ABE/HSE Services | NY, NY |
| Idalia Sanchez | Manhattan Voc. & Technical | NY, NY |
| Cecily Bodnar | Greece Central Schools | North Greece, NY |
| B. High | Sandhills Comm. College | Carthage, NC |
| Enid Coel | ABE/HSE NYC | Brooklyn, NY |
| Robin Hermance | Waipahu Community | Ewa Beach, HI |
| R. Wehrer | Gannon University | Erie, PA |
| Nilia Diaz | Cardinal Cushing Center | Boston, MA |
| Sondra Stein | Women's Ed. & Voc. Enrichment | MA |
| Margaret Graham | Suny Brockport's Ed. | Rochester, NY |
| Ruth Derfler | Project Scale | Somerville, MASS |
| Arthur Green | Aviation High School | Long Island, NY |

| | | |
|---|---|---|
| Edith Rudorfer | Great Neck Adult Learning | Greatneck, NY |
| Donald Block | Greater Pittsburgh Literacy | Pittsburg, PA |
| Bob Ruston | Delaware County Literacy | Chester, PA |
| James Mc Carthy | Cardinal Cushing Center | Boston, MA |
| Curdina Hill | Adult Literacy Resource | Boston, MA |
| Myra Baum | ABE/HSE Services | Brooklyn, NY |
| Julie Altshuler | NYC Public Schools | Brooklyn, NY |
| Kathry Riley | Robury Community College | Boston, MA |
| Judith Forrest | ABE/HSE Services | NY, NY |
| V. K. Lawson | Literacy Volunteers of America | Syracuse, NY |
| Susan Carter | New Mexico State Facilitation | Albuquerque, NM |
| Nancy Van Valkenburg | Rappahannock Rehabilitation | Fredericksburg, VA |
| Beret Harmon | Public Instructon | Olympia, WA |
| Hazel Showell | State Supervisor Adult Ed. | Dover, WA |
| Sharon Teitelbaum | Polaroid Corporation | Cambridge, MASS |
| Joanne Pasquale | Provincial Post-Secondary | Victoria, British Co |
| Barbara Adult Literacy Project | Andover, MASS | |

| | | |
|---|---|---|
| Alice Sears | Youth Employment Network | Utica, NY |
| Maude Goldstone | Commonwealth of Virgina | Richmond, VA |
| L. Scott Chalfant | Alternative School | North Las Vegas, NV |
| Dale Haynes | Treasure Valley Community | Ontario, OR |
| Carmen De Miguel | Glendale Community College | Glendale, AZ |
| Denise Blumenthal | Massachusetts Facilitator | Andover, MASS |
| Marika Terlecky | Massachusetts Facilitator | Andover, MASS |
| Richard Froman | Tracy Adult School | Tracy, CA |
| J. Ronald Harrison | Bureau of Comm. & Adult Ed. | Hartford, CONN |
| Shirley Eikeland | State of FL Dept. of Ed. | Tallahassee, FL |
| James Parker | Vocational & Adult Education | S.W. Washington, DC |
| Elizabeth Singer | Brevard Community College | Cocoa, FL |
| Paul D. Carlson | Arrowhead Economic Opportunity | VI, MINN |
| Dick Peterson | Southwest West Central | Marshall, MN |
| Bill Novack | Santa Paula Adult Ed. | Santa Paula, CA |
| Susan Lanzano | Oxford University Press | New York, NY |
| Elaine Rosenfeld | Murphy J.H.S. | Stony Brook, NY |
| Frances Velella-Velez | Summer Youth Employment | Philadelphia, PA |
| Brent Gubler | Utah Department of Education | Salt Lake City. Utah |
| D.F. Gills | | Ft. Smith, Canada |
| Sheila Marcus | Huntington Beach Adult School | Huntington Beach, CA |
| Jim Parker | | Greenbelt, Maryland |
| Frances Vilella-Velez | Public/Private Ventures | Philadelphia, PA |
| Carol Pizzillo | Adult Education Resource | Glassboro, NJ |
| Joann La Perla | NJ State Department of Ed. | Trenton, NJ |
| Denise Price | Atlantic Community College | Atlantic City, NJ |
| Vincent Cantwell | Englewood Public Schools | Englewood, NJ |
| Stu Tuchfeld | Cambridge | Cedar Grove, NJ |
| Loretta Onyeani | Community Ed. Center | East Orange, NJ |

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# 1983-84 CASAS WORKSHOPS

TOTAL # OF DISTRICTS SERVED 56.

TOTAL # OF TRAINING WORKSHOPS PRESENTED 26

October
1 - El Rancho Adult School, Item Writing

November
18 - Watsonville Adult School, Item Writing
Hayward Adult School
Jefferson Adult School (Daly City)
Milpitas Adult School
Monterey Adult School
Morgan Hill Adult School
Palo Alto Adult School
San Mateo Adult School
Santa Clara Adult School
Santa Cruz Adult School
Sequoia Adult School
Soledad Correctional Facility
So San Francisco
West Valley Community College District

December
2 - Eureka Adult School, Planning for an Assessment System
Acalanes Adult School
Alameda Adult School
Petaluma Adult School
Ukiah Adult School
YMCA Refugee Services, Corrections
Mt. Diablo Adult School
Napa Adult School
Valley of the Moon - Sonoma

9 - Burbank Adult School, Planning for an Assessment
Conejo Valley Adult School
Los Angeles Unified School District
Simi Valley
Centinela Valley Adult School
Torrance Adult School

10 - College of Marin, Item Writing

January

February

2 - San Jose MAEP, Item Writing

2-3 - Hayward Adult School, Test Construction

23-24 - Watsonville Adult School, Test Construction
Milpitas Adult School
Monterey Adult School
Salinas Adult School
Santa Cruz Adult School

24-25 - Fullerton Adult Education, Test Construction

March

2 - Fremont U.S.D., Item Writing
San Francisco C.C. District

15 - CBAE State Conference, Item Writing
Staff from ____ agencies particpating.
Newport Mesa, Watsonville, Alameda, Baldwin Park, Clovis, Huntington Beach, Jefferson, Mira Costa C.C. District, Monrovia, Moreno Valley, CYA - Preston, Redlands, Soledad, West Valley C.C. District

April

4 - Los Angeles U.S.D., Test Construction

7 - Centinela Valley Adult School, Item Writing

27-28 - Acalanes Adult School, Test Construction
El Rancho Adult School

May

4-5 - College of Marin, Test Construction

5 - Woodland Adult School, Item Writing
Grant Joint U.H.S.D.

18-19 - Grant Joint U.H.S.D., Test Construction
San Juan Adult School
California Youth Authority-Preston
Sacramento City Adult School

19 - Neighborhood Center/Oakland, Item Writing
Conejo Valley Adult School, Test Construction

24 - Soledad, Planning for an Assessment System

June

14 - Newport Mesa, Planning for an Assessment System

15-16 - Woodland Adult School, Test Construction

July

13 - Newport Mesa, Test Construction
Torrance

27 - Eureka Adult School, Item Writing

August

7-9 - Maryland State Dept. of Education

Planning for an Assessment System, Test Construction

Howard County

Hartford County

Montgomery County

18 - San Diego Comm. Coll., Test Construction

Mira Costa Comm. Coll.

## CASAS PRESENTATIONS/AWARENESS SESSIONS
## 1983-84

September

13 am - Department of Developmental Services
Sacramento
State Hospital Representatives

13 pm - Department of Corrections staff
Sacramento

October

4 - CASAS Orientation for D.D.S., 306 agencies serving
handicapped adults
Santa Clara

7 - CASAS Orientation for D.D.S., 306 agencies serving
handicapped adults
Pomona

24 - CASAS Report to S.D.E. Adult, Alternative
Continuation Education staff
Sacramento

November

28-30 - CBAE National Conference
New York
"Implementing an Assessment System in a CBAE ABE and ESL Program"
"Analysis of Life Skill Development in a Statewide CBAE Basic Education Program"
"Data and Curriculum Management via Microcomputer"
"Assessing Adult Competence: A CASAS Update"
"CASAS and GED Competencies: Are We Measuring the Same Skills?"

December

1-4 - American Association of Adult and Continuing Education
Philadelphia
"Facilitating Transfer of Adult Education Programs: Linkages Among State Agencies, Local Agencies and the Military"
"Change Requires Collaboration and Clout"
(The Consortium Concept Creates a Unified Adult Education Program in California)

21 - Overview of CASAS - E.I.P. (Evaluation Improvement Prog)
Sacramento

January
18-20 - National Literacy Conference
Washington D.C.

February
8 - CASAS Overview - S.D.E. Youth Employment
Sacramento

March
13-16 - CBAE State Conference
San Diego

19-20 - Joint Dissemination Review Panel
Washington D.C.
CASAS Submission for National Validation

April
3-6 - Commission on Adult Basic Education

23-27 - AERA Am. Educational Research Association

May
11 - Navy Post Graduate School
Monterey, CA

June
20-21 - ABE State Directors Conference
Washington, D.C.

July
10 - Handicapped Assessment
Los Angeles

11-12 - Handicapped Assessment
Sacramento

## CASAS TRAINING WORKSHOPS

## PRESENTED BY AGENCY AND FUNDING SOURCE

| AGENCY | PLANNING | TEST CONSTRUCTION | ITEM WRITING |
|---|---|---|---|
| DNAE | | | |
| El Rancho | | 4/27 & 28/84 | 10/1/83 |
| Fullerton | | 2/24 & 25/84 | X |
| College of Marin | | 5/4 & 5/84 | 12/10/83 |
| Neighborhood Cntrs/Oak | | | 5/19/84 |
| Newport Mesa | | 6/14 & 7/13/84 | 3/15/84 |
| Torrance | 12/9/83 | 7/13/84 | |
| Woodland | | 6/15 & 16/84 | 5/5/84 |
| Grant Joint UHSD | | 5/18 & 19/84 | 5/5/84 |
| Eureka | 12/2/83 | | 7/27/84 |
| CASAS | | | |
| Centinela Valley | 12/9/83 | (4/4/84) | 4/7/84 |
| Fairfield | | | 5/15/84 |
| San Juan | | 5/18 &19/84 | |
| Fremont USD | | | 3/2/84 |
| Watsonville | | 2/23 & 24/84 | 11/18/83 |
| San Diego Comm. College | | 8/18/84 | 3/15/84 |
| Sweetwater | | 9/15/84 | |
| STAFF DEVELOPMENT | | | |
| Acalanes | 12/2/83 | 4/27 & 28/84 | |

# APPENDIX A

| AGENCY | PLANNING | TEST CONSTRUCTION | ITEM WRITING |
|---|---|---|---|
| Alameda | 12/2/83 | 4/27 & 28/84 | 3/15/84 |
| Baldwin Park | | | 3/15/84 |
| Burbank | 12/9/84 | | |
| Clovis | | | 3/15/84 |
| Conejo Valley | 12/9/83 | 5/19/84 | |
| Corrections/ | 12/2/83 | | |
| Fremont UHSD | X | X | X |
| Hayward | | 2/2 & 3/84 | 11/18/83 |
| Huntington Beach | | | 3/15/84 |
| Jefferson | | | 11/18/83<br>3/15/84 |
| Los Angeles | 12/9/83 | 4/4/84 | |
| Milpitas | | 2/23 & 24/84 | 11/18/83<br>3/2/84 |
| Mira Costa CC | | 8/18/84 | 3/15/84 |
| Monrovia | | | 3/15/84 |
| Monterey | | 2/23 & 24/84 | 11/18/83 |
| Moreno Valley | | | 3/15/84 |
| Morgan Hill | | | 11/18/84 |
| Mt. Diablo | 12/2/83 | 4/27 & 28/84 | |
| Napa | 12/2/83 | | 5/19/84 |
| Palo Alto | | | 11/18/83 |
| Petaluma | 12/2/83 | | |
| Preston/Youth Auth. | | 5/18 & 19/84 | 3/15/84 |
| Redlands | | | 3/15/84 |

| AGENCY | PLANNING | TEST CONSTRUCTION | ITEM WRITING |
|---|---|---|---|
| Sacramento City | | 5/18 & 19/84 | |
| Salinas | | 2/23 & 24/84 | |
| San Francisco CC | 10/11/84 | 10/19 & 20/84 | 3/2/84 |
| San Jose | | | 2/2/84 |
| San Mateo | | | 11/18/83 |
| Santa Clara | | | 11/18/83 |
| Santa Cruz | | 2/23 & 24/84 | 11/18/83 |
| Sequoia | | | 3/2/84 |
| Simi Valley | 12/9/83 | | |
| Soledad | 5/24/84 | | 11/18/83<br>3/15/83 |
| Sonoma/Valley Moon | 12/2/83 | | |
| So. San Francisco | | | 11/18/83 |
| West Valley CC | | | 11/18/83 |
| YMCA Refugee Services | 12/2/83 | | 3/15/84 |
| Woodland | | 6/15 & 16/84 | 5/5/84 |
| Other | | | |
| C.Y.A. | | 10/2 & 3/84 | 10/19 & 20/84 |

# CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)
## PROGRAM HISTORY AND DESCRIPTION

### PURPOSE AND PROGRAM ELEMENTS

The California Adult Student Assessment System (CASAS) is a comprehensive educational assessment system designed to provide adult education agencies with effective assessment materials and procedures for all levels of Adult Basic Education, English-as-a-Second-Language, and high school completion programs for adults and secondary students. This exemplary program is the National Diffusion Network (NDN) is designed to assist adult education agencies to implement a comprehensive educational assessment system that reflects the specific competency based curricula used in local instructional programs in a variety of educational settings. It enables adult educators to develop and evaluate a life skills curriculum for competency-based programs with an interrelated flexible system that links curriculum, instruction, and assessment. It provides for correct placement of students into program and level, monitoring of student progress, and certification of competency attainment. It provides a means of assessing students with tests designed to measure those competency statements selected and taught at various difficulty levels.

CASAS is based on the philosophy that adult learning is facilitated when an integrated learning program is designed to reflect student goals and identified needs, students can enter the program and level that best matches current level of functioning, and they can monitor their progress in relation to their goals. Assessment that is linked directly to identified competency statements across a continuum of difficulty provides relevant data to students, teachers, and program managers.

The system is comprised of these elements:

**CASAS COMPETENCY LIST**: This list contains 27 competency areas and 132 competency statements within the general life skills content areas of (Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law. An additional 37 statements are included for computational skills. Sources for the competency statements included in this list were adult education projects validated by the JDRP, namely, the Adult Performance Level Project (APL), the External Diploma Program, and the CLASS Project. This list has been further validated and refined by 40 adult education agencies participating in the CASAS Consortium.

**CASAS CURRICULUM INDEX AND MATRIX:** To link the assessment procedures with competency-based curricula, CASAS has created a Curriculum Index and Matrix. The matrix identifies instructional materials that target instruction in specific competency statements and specifies the appropriate program and level of instruction. The materials referenced in this matrix are those that meet curriculum standards established by the CASAS Consortium. Currently, 89 publications are included in the Index and it is updated on a yearly basis.

**CASAS ITEM BANK**: The CASAS Consortium has created an item bank of more than 2000 test items that have been developed, field tested, and calibrated to measure life skill competency statements along a continuum of difficulty levels. Each item is coded to specify the content, competency area, competency statement and task being measured. The scaling procedure built into the item bank permits testing not only on specific competencies, but also on a continuum of difficulty from beginning through advanced levels of adult programs. This permits agencies to select items that measure their identified competencies and at appropriate program levels. It permits monitoring of group achievement across programs and levels because of the underlying common scaling procedure.

CASAS Life Skills Achievement Tests: From this scale, three levels of survey achievement tests were constructed to measure student progress across the state in beginning through advanced levels of ABE and ESL. Two equivalent test forms were constructed for each program level. Content and range of item difficulty were matched in designing the equivalent forms. An achievement scale was calculated for each test form. This scale permits measurement of student progress on an equal interval scale, independent of norm groups. The test also provides criterion/content information about student mastery, since every item has a scaled standardized difficulty level and also is referenced to each specific competency statement selected. Test results can then be used to provide more valid data on individual student achievement as well as group achievement after an instructional intervention, such as 100 hours of instruction.

The User's Manual, which accompanies the Item Bank, provides technical information related to test construction and the field test studies conducted to establish the validity and reliability of the assessment system. Content validity was established through a panel of adult education specialists who provided assurance that the test items would match life skills curricula and reflect the real-world criteria established for a competency-based life skills program. Reliability, the internal consistency of the test items was determined through field testing that involved over 100,000 students. The ability, achievement and social characteristics of these students reflect those of a national norming sample. KR-20 reliability coefficient from these field tests ranged from .80 to .90, and were uniformly high across all groups tested. In addition to reporting on these data, the Manual provides instructions for the construction and administration of customized tests for various program uses.

**IMPLEMENTATION WORKSHOPS**: To assist agencies with the implementation of CASAS, several workshops have been designed for agency staff. These workshops provide training over a three day period and address the areas of 1) Designing and Implementing an Assessment System; 2) Test Construction using the CASAS Item Bank; 3) Test Item Writing; 4) Classroom use and interpretation of test results; 5) Program Managers use of data.

**DEMONSTRATION SITES**: Six CASAS Demonstration Sites have been establised in California to serve as a model and provide assistance to other agencies planning for implementation of a competency-based assessment system.

## HISTORY

A formal, statewide assessment of adult basic education (ABE) programs in California in 1978 revealed that California adult basic education programs had no uniform standards, were characterized as having high student dropout rates, traditional school age curricular material, and ineffective student assessment procedures. Based on these findings, California State Department of Education decided to institute new standards and procedures for the design and certification of adult basic education programs. Exploratory research and investigation of the field of adult education led the state to select a competency-based, life skills literacy approach to ABE instruction. In 1981, the three-year State Plan for Adult Basic Education was adopted to reflect California's commitment to a life skills literacy program. In that Plan, the state mandated the establishment of instructional programs founded upon the principles of competency-based education (CBE). In the Plan, funded agencies were allowed a three-year phase-in of the competency-based management system.

In response to these mandates from the California State Department of Education, three major state-wide projects were instituted to help districts implement comptency-based approaches to adult basic education. One of these three projects was the CASAS Consortium, a group of adult education practitioners from districts and agencies both within and outside of California. The consortium includes representatives from 40 districts and agencies in California, as well as five other states. The consortium worked together to develop a comprehensive assessment system for improving competency-based instruction and management in adult basic education programs.

During 1980-82 the system was developed and field tested in the CASAS Consortium agencies. In 1982, the State Department of Education implemented the three-year state plan that focused on implementation of competency-based education in all agencies in the federal program. CASAS provided the state with life skills survey achievement tests for all 306 agencies, as well as awareness level workshops on life skill assessment. In 1983, six CASAS demonstration sites were established throughout the state to provide a model and assistance to other agencies planning for implementation of a competency-based assessment system.

## Theoretical/Conceptual Bases of Program Approach

The State of California has made a long-term commitment to the development of life skills literacy programs. CASAS is one of three major state-wide projects designed to support the mandated establishment of instructional programs founded upon the principles of competency-based education (CBE). The CBE model is viewed as the most appropriate vehicle to accomplish the primary purpose of the Adult Education Act: "To enable all adults to acquire basic skills necessary to function in society." The success of the project has been evaluated as the degree to which CASAS implementation has moved agencies toward CBE instruction, which is characterized by assessment, instruction and certification for skills needed to function in society.

The development of CASAS fills a critical void in the measurement of literacy for adult and secondary students. The most frequently used literacy tests are inappropriate for adult/secondary students.

This description of why CASAS was developed helps to understand a caveat relating to its use; the assessment system cannot be used successfully in traditional, time-based, course/grade-oriented, or seat-time driven programs. Because these traditional types of programs typically measure achievement against grade-level norms established with children, comparisons with CBE programs along dimensions of student achievement are meaningless.

CASAS was designed to impact at the institutional level, making possible articulation among program levels and establishing a uniform method for reporting progress. The long-term effect of widespread CASAS implementation is increased accountability of literacy programs and meaningful reporting of progress at local, state, and national levels.

## Transportability, Generalizability

CASAS is tranportable to and replicable in a wide variety of educational settings and student populations. This claim is made on the basis of educational settings and populations used during item validation. Initial item calibration was based upon analyses of responses from over 17,000 students for listening and reading life-skills field-tests in 1981-82. During 1982-83, new items and test forms were tested and stability of old items was checked with over 20,000 students enrolled in Adult Basic Education, English-as-a-Second-Language, and high school completion programs. The size and setting of programs varied from large, urban schools such as Los Angeles Unified (280,000 +) to small, rural schools such as Elsinore Valley (60 + students). Educational settings included correctional institutions, hospitals, unified school districts, community college districts and private, non-profit organizations.

For further information, please contact:

Patricia L. Rickard, Director
CASAS San Diego Community College District
3249 Fordham Street
San Diego, CA 92110

# APPENDIX B

# ABE CLASS QUESTIONNAIRE 1983-1984

(To be filled out by teacher for each class participating in the ABE Pre-Post testing)

Name of teacher ____________________ Days and Time class meets ____________________

1. Indicate total number of students in this class on the day of the ABE Post test.
(______) Number of students. (Include students who are present but not testing.)

2. Indicate number of hours per week this class meets ________.

3. If you have used an instructional aide with this class, indicate number of hours of class time per week an aide is in this class. ________
Indicate the number of aide hours used in this class in the following tasks:
________ hours per week working directly with students in a teaching role, etc.
________ hours per week working in a clerical role e. g. filing, correcting papers.

4. Indicate the total number of hours this class met from date of Pre test to date of Post test ________.

5. During the time of the Pre to Post test, indicate the approximate percent of your instructional class time spent in each of the following instructional areas:
________ % Life Skills Development e. g. Consumer Economics, Occupational Knowledge, Community Resources
________ % Basic Language Skills Development
________ % Basic Computational Development
________ % Other - Please specify ____________________

6. Indicate the number (refer to question #1) of students whose **main** reason for being in your class is to:
________ go into further education
________ get a job or get a better job
________ function better in day-to-day living

7. Indicate primary teaching setting for these students. (Check one only.)
________ class setting
________ learning lab (Individualized self-paced instruction)
________ class setting & learning lab combination

8. Indicate the learning levels present in this class. (Check as many as appropriate.)

| | | |
|---|---|---|
| ________ ESL Beginning | ________ ABE Beginning | ________ Other (Specify) |
| ________ ESL Intermediate | ________ ABE Intermediate | ____________________ |
| ________ ESL Advanced | ________ ABE Advanced | |

9. Comments: ____________________

This questionnaire will provide additional information in evaluating CASAS Assessment System.
**Please attach to the ABE Class Test Record Sheet before submitting.**

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CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

## ABE Class Test Record Sheet

Pre-Post Test

1983-84

Teacher Name________________________________________

District____________________________________________

Site______________________________________________

Time/Day Class Meets__________________________________

Class Title/Level ABE____ ESL____ BEG.____ INT.____ ADV.__________

Date of Pre-Test________________Date of Post-Test________________

| STUDENT NAME | | Pre-Test | | | | Post-Test | | | | SCALE SCORE DIFFERENCE | HOURS OF INSTRUCTION |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | TEST LEVEL | TEST FORM | RAW SCORE | SCALE SCORE | TEST LEVEL | TEST FORM | RAW SCORE | SCALE SCORE | | |
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R = READING TEST L = LISTENING TEST

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## ABE Class Test Record Sheet

Pre-Post Test

1983-84

Teacher Name________________________________________

District________________________________________

Site________________________________________

Time/Day Class Meets________________________________________

Class Title/Level ABE____ ESL____ BEG.____ INT.____ ADV.__________

Date of Pre-Test____________________Date of Post-Test____________________

| STUDENT NAME | Pre-Test | | | | Post-Test | | | | SCALE SCORE DIFFERENCE | HOURS OF INSTRUCTION |
|---|---|---|---|---|---|---|---|---|---|---|
| | TEST LEVEL | TEST FORM | RAW SCORE | SCALE SCORE | TEST LEVEL | TEST FORM | RAW SCORE | SCALE SCORE | | |
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# CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

### Level A Form 1

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | 172 |
| 6 | | 175 |
| 7 | | 177 |
| 8 | | 180 |
| 9 | | 182 |
| 10 | | 184 |
| 11 | | 186 |
| 12 | | 187 |
| 13 | accurate | 189 |
| 14 | | 191 |
| 15 | | 193 |
| 16 | | 195 |
| 17 | | 198 |
| 18 | | 200 |
| 19 | | |
| 20 | | |
| 21 | | |
| 22 | | |
| 23 | | |

### Level A Form 2

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | 174 |
| 6 | | 176 |
| 7 | | 179 |
| 8 | | 181 |
| 9 | | 183 |
| 10 | | 185 |
| 11 | | 187 |
| 12 | | 189 |
| 13 | accurate | 191 |
| 14 | | 193 |
| 15 | | 195 |
| 16 | | 197 |
| 17 | | 200 |
| 18 | | 202 |
| 19 | | |
| 20 | | |
| 21 | | |
| 22 | | |
| 23 | | |

### Level B Form 3

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | 184 |
| 6 | | 186 |
| 7 | | 188 |
| 8 | | 190 |
| 9 | | 192 |
| 10 | | 194 |
| 11 | | 196 |
| 12 | | 197 |
| 13 | accurate | 199 |
| 14 | | 200 |
| 15 | | 202 |
| 16 | | 203 |
| 17 | | 205 |
| 18 | | 206 |
| 19 | | 208 |
| 20 | | 210 |
| 21 | | 211 |
| 22 | | 213 |
| 23 | | 215 |
| 24 | | 217 |
| 25 | | 219 |
| 26 | | 221 |
| 27 | | 224 |
| 28 | | |
| 29 | | |
| 30 | | |

### Level B Form 4

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | 182 |
| 6 | | 185 |
| 7 | | 187 |
| 8 | | 189 |
| 9 | | 191 |
| 10 | | 193 |
| 11 | | 194 |
| 12 | | 196 |
| 13 | accurate | 198 |
| 14 | | 199 |
| 15 | | 201 |
| 16 | | 202 |
| 17 | | 203 |
| 18 | | 206 |
| 19 | | 207 |
| 20 | | 209 |
| 21 | | 210 |
| 22 | | 212 |
| 23 | | 214 |
| 24 | | 216 |
| 25 | | 218 |
| 26 | | 221 |
| 27 | | |
| 28 | | |
| 29 | | |
| 30 | | |

### Level C Form 5

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | 186 |
| 5 | | 189 |
| 6 | | 191 |
| 7 | | 193 |
| 8 | | 195 |
| 9 | | 197 |
| 10 | | 198 |
| 11 | | 200 |
| 12 | | 201 |
| 13 | | 202 |
| 14 | accurate | 204 |
| 15 | | 205 |
| 16 | | 20[illegible] |
| 17 | | 207 |
| 18 | | 208 |
| 19 | | 210 |
| 20 | | 211 |
| 21 | | 212 |
| 22 | | 213 |
| 23 | | 214 |
| 24 | | 215 |
| 25 | | 216 |
| 26 | | 217 |
| 27 | | 218 |
| 28 | | 220 |
| 29 | | 221 |
| 30 | | 222 |
| 31 | | 224 |
| 32 | | 225 |
| 33 | | 227 |
| 34 | | 229 |
| 35 | | 230 |
| 36 | | 232 |
| 37 | | 234 |
| 38 | | 237 |
| 39 | | |
| 40 | | |
| 41 | | |

### Level C Form6

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | 189 |
| 5 | | 192 |
| 6 | | 194 |
| 7 | | 196 |
| 8 | | 197 |
| 9 | | 199 |
| 10 | | 200 |
| 11 | | 202 |
| 12 | | 203 |
| 13 | | 204 |
| 14 | accurate | 206 |
| 15 | | 207 |
| 16 | | 208 |
| 17 | | 209 |
| 18 | | 210 |
| 19 | | 212 |
| 20 | | 213 |
| 21 | | 214 |
| 22 | | 215 |
| 23 | | 216 |
| 24 | | 217 |
| 25 | | 218 |
| 26 | | 220 |
| 27 | | 221 |
| 28 | | 222 |
| 29 | | 223 |
| 30 | | 225 |
| 31 | | 226 |
| 32 | | 228 |
| 33 | | 229 |
| 34 | | 231 |
| 35 | | 233 |
| 36 | | 235 |
| 37 | | 238 |
| 38 | | |
| 39 | | |
| 40 | | |
| 41 | | |

RAW SCORES AND SCALE SCORES in brackets are in accurate range.

RAW SCORES outside brackets are inaccurate.

If a student score falls below the accurate range, a lower level test should be administered.

If a student score falls above the accurate range, a higher level test should be administered.

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# CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

## Level A Form 21

| STUDENT SCORE Raw Score | STUDENT SCORE Scale Score |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | 167 |
| 6 | 170 |
| 7 | 173 |
| 8 | 175 |
| 9 | 177 |
| 10 | 179 |
| 11 | 181 |
| 12 | 183 |
| 13 | 185 |
| 14 | 187 |
| 15 | 189 |
| 16 | 191 |
| 17 | 194 |
| 18 | 196 |
| 19 | 199 |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |

accurate

## Level A Form 22

| STUDENT SCORE Raw Score | STUDENT SCORE Scale Score |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | 168 |
| 6 | 171 |
| 7 | 173 |
| 8 | 175 |
| 9 | 177 |
| 10 | 180 |
| 11 | 182 |
| 12 | 184 |
| 13 | 186 |
| 14 | 187 |
| 15 | 189 |
| 16 | 192 |
| 17 | 194 |
| 18 | 196 |
| 19 | 199 |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |

accurate

## Level B Form 23

| STUDENT SCORE Raw Score | STUDENT SCORE Scale Score |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | 182 |
| 5 | 185 |
| 6 | 187 |
| 7 | 189 |
| 8 | 191 |
| 9 | 193 |
| 10 | 194 |
| 11 | 196 |
| 12 | 197 |
| 13 | 199 |
| 14 | 200 |
| 15 | 202 |
| 16 | 203 |
| 17 | 204 |
| 18 | 206 |
| 19 | 207 |
| 20 | 208 |
| 21 | 210 |
| 22 | 211 |
| 23 | 213 |
| 24 | 215 |
| 25 | 216 |
| 26 | 218 |
| 27 | 221 |
| 28 | 223 |
| 29 | |
| 30 | |
| 31 | |
| 32 | |

accurate

## Level B Form 24

| STUDENT SCORE Raw Score | STUDENT SCORE Scale Score |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | 183 |
| 5 | 185 |
| 6 | 188 |
| 7 | 190 |
| 8 | 193 |
| 9 | 193 |
| 10 | 195 |
| 11 | 196 |
| 12 | 198 |
| 13 | 199 |
| 14 | 201 |
| 15 | 202 |
| 16 | 203 |
| 17 | 205 |
| 18 | 206 |
| 19 | 208 |
| 20 | 209 |
| 21 | 210 |
| 22 | 212 |
| 23 | 214 |
| 24 | 215 |
| 25 | 217 |
| 26 | 219 |
| 27 | 221 |
| 28 | 224 |
| 29 | |
| 30 | |
| 31 | |
| 32 | |

accurate

## Level C Form 25

| STUDENT SCORE Raw Score | STUDENT SCORE Scale Score |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | 201 |
| 5 | 203 |
| 6 | 206 |
| 7 | 207 |
| 8 | 209 |
| 9 | 211 |
| 10 | 212 |
| 11 | 214 |
| 12 | 215 |
| 13 | 216 |
| 14 | 218 |
| 15 | 219 |
| 16 | 220 |
| 17 | 221 |
| 18 | 222 |
| 19 | 223 |
| 20 | 225 |
| 21 | 226 |
| 22 | 227 |
| 23 | 228 |
| 24 | 229 |
| 25 | 231 |
| 26 | 232 |
| 27 | 233 |
| 28 | 235 |
| 29 | 236 |
| 30 | 238 |
| 31 | 240 |
| 32 | 242 |
| 33 | 244 |
| 34 | 247 |
| 35 | |
| 36 | |
| 37 | |
| 38 | |

accurate

## Level C Form 26

| STUDENT SCORE Raw Score | STUDENT SCORE Scale Score |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | 201 |
| 5 | 204 |
| 6 | 206 |
| 7 | 208 |
| 8 | 210 |
| 9 | 211 |
| 10 | 213 |
| 11 | 214 |
| 12 | 215 |
| 13 | 217 |
| 14 | 218 |
| 15 | 219 |
| 16 | 220 |
| 17 | 221 |
| 18 | 223 |
| 19 | 224 |
| 20 | 225 |
| 21 | 226 |
| 22 | 227 |
| 23 | 229 |
| 24 | 230 |
| 25 | 231 |
| 26 | 232 |
| 27 | 233 |
| 28 | 235 |
| 29 | 237 |
| 30 | 238 |
| 31 | 240 |
| 32 | 242 |
| 33 | 245 |
| 34 | 247 |
| 35 | |
| 36 | |
| 37 | |
| 38 | |

accurate

RAW SCORES AND SCALE SCORES in brackets are in the accurate range.

RAW SCORES outside brackets are inaccurate.

If a student score falls below the accurate range,
a lower level test should be administered.

If a student score falls above the accurate range,
a higher level test should be administered.

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CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Level A Form 43

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | 151 |
| 2 | | 159 |
| 3 | | 163 |
| 4 | | 167 |
| 5 | accurate | 170 |
| 6 | | 172 |
| 7 | | 174 |
| 8 | | 176 |
| 9 | | 178 |
| 10 | | 180 |
| 11 | | 181 |
| 12 | | 183 |
| 13 | | 185 |
| 14 | | 186 |
| 15 | | 187 |
| 16 | | 189 |
| [illegible] | | 190 |
| 18 | | 192 |
| 19 | | 193 |
| 20 | | 194 |
| 21 | | 196 |
| 22 | | 197 |
| 23 | | 199 |
| 24 | | 200 |
| 25 | | 202 |
| 26 | | 203 |
| 27 | | 205 |
| 28 | | 207 |
| 29 | | 209 |
| 30 | | 212 |
| 31 | | 214 |
| 32 | | 218 |
| 33 | | 222 |
| 34 | | 230 |
| 35 | | |

Level A Form 44

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | 151 |
| 2 | | 159 |
| 3 | | 163 |
| 4 | | 167 |
| 5 | accurate | 169 |
| 6 | | 172 |
| 7 | | 174 |
| 8 | | 176 |
| 9 | | 178 |
| 10 | | 180 |
| 11 | | 181 |
| 12 | | 183 |
| 13 | | 184 |
| 14 | | 186 |
| 15 | | 187 |
| 16 | | 188 |
| 17 | | 190 |
| 18 | | 191 |
| 19 | | 193 |
| 20 | | 194 |
| 21 | | 195 |
| 22 | | 197 |
| 23 | | 198 |
| 24 | | 200 |
| 25 | | 201 |
| 26 | | 203 |
| 27 | | 205 |
| 28 | | 207 |
| 29 | | 209 |
| 30 | | 211 |
| 31 | | 214 |
| 32 | | 217 |
| 33 | | 222 |
| 34 | | 229 |
| 35 | | |

Level B Form 45

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | 165 |
| 2 | | 172 |
| 3 | | 177 |
| 4 | accurate | 180 |
| 5 | | 183 |
| 6 | | 185 |
| 7 | | 187 |
| 8 | | 189 |
| 9 | | 191 |
| 10 | | 193 |
| 11 | | 194 |
| 12 | | 196 |
| 13 | | 197 |
| 14 | | 199 |
| 15 | | 200 |
| 16 | | 202 |
| 17 | | 203 |
| 18 | | 205 |
| 19 | | 206 |
| 20 | | 208 |
| 21 | | 209 |
| 22 | | 211 |
| 23 | | 213 |
| 24 | | 215 |
| 25 | | 218 |
| 26 | | 221 |
| 27 | | 224 |
| 28 | | 229 |
| 29 | | 236 |
| 30 | | |

Level B Form 46

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | 157 |
| 2 | | 168 |
| 3 | | 174 |
| 4 | | 178 |
| 5 | accurate | 181 |
| 6 | | 184 |
| 7 | | 186 |
| 8 | | 189 |
| 9 | | 191 |
| 10 | | 192 |
| 11 | | 194 |
| 12 | | 196 |
| 13 | | 197 |
| 14 | | 199 |
| 15 | | 201 |
| 16 | | 202 |
| 17 | | 204 |
| 18 | | 205 |
| 19 | | 207 |
| 20 | | 209 |
| 21 | | 211 |
| 22 | | 212 |
| 23 | | 214 |
| 24 | | 217 |
| 25 | | 219 |
| 26 | | 222 |
| 27 | | 225 |
| 28 | | 230 |
| 29 | | 238 |
| 30 | | |

Level C Form 47

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | 172 |
| 2 | | 180 |
| 3 | | 185 |
| 4 | | 188 |
| 5 | accurate | 191 |
| 6 | | 194 |
| 7 | | 196 |
| 8 | | 199 |
| 9 | | 201 |
| 10 | | 203 |
| 11 | | 205 |
| 12 | | 207 |
| 13 | | 209 |
| 14 | | 211 |
| 15 | | 212 |
| 16 | | 215 |
| 17 | | 217 |
| 18 | | 219 |
| 19 | | 221 |
| 20 | | 224 |
| 21 | | 227 |
| 22 | | 231 |
| 23 | | 235 |
| 24 | | 243 |
| 25 | | |

Level C Form 48

| STUDENT | | SCORE |
|---|---|---|
| Raw Score | | Scale Score |
| 1 | | 172 |
| 2 | | 180 |
| 3 | | 184 |
| 4 | | 188 |
| 5 | accurate | 191 |
| 6 | | 194 |
| 7 | | 196 |
| 8 | | 198 |
| 9 | | 200 |
| 10 | | 202 |
| 11 | | 204 |
| 12 | | 206 |
| 13 | | 206 |
| 14 | | 210 |
| 15 | | 212 |
| 16 | | 214 |
| 17 | | 216 |
| 18 | | 216 |
| 19 | | 220 |
| 20 | | 223 |
| 21 | | 226 |
| 22 | | 229 |
| 23 | | 234 |
| 24 | | 242 |
| 25 | | |

RAW SCORES AND SCALE SCORES in brackets are in accurate range.

RAW SCORES outside brackets are inaccurate.

If a student score falls below the accurate range,
a lower level test should be administered.

If a student score falls above the accurate range,
a higher level test should be administered.

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## CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Level A Form 13

| STUDENT SCORE | |
|---|---|
| Raw Score | Scale Score |
| 1 | |
| 2 | |
| 3 | |
| 4 | 183 |
| 5 | 186 |
| 6 | 188 |
| 7 | 190 |
| 8 | 192 |
| 9 | 193 |
| 10 | 195 |
| 11 | 196 |
| 12 | 198 |
| 13 | 199 |
| 14 | 201 |
| 15 | 202 |
| 16 | 203 |
| 17 | 204 |
| 18 | 206 |
| 19 | 207 |
| 20 | 208 |
| 21 | 210 |
| 22 | 211 |
| 23 | 212 |
| 24 | 214 |
| 25 | 215 |
| 26 | 217 |
| 27 | 219 |
| 28 | 221 |
| 29 | 223 |
| 30 | 226 |
| 31 | |
| 32 | |
| 33 | |

Level A Form 14

| STUDENT SCORE | |
|---|---|
| Raw Score | Scale Score |
| 1 | |
| 2 | |
| 3 | |
| 4 | 183 |
| 5 | 186 |
| 6 | 188 |
| 7 | 190 |
| 8 | 192 |
| 9 | 193 |
| 10 | 195 |
| 11 | 196 |
| 12 | 198 |
| 13 | 199 |
| 14 | 201 |
| 15 | 202 |
| 16 | 203 |
| 17 | 204 |
| 18 | 206 |
| 19 | 207 |
| 20 | 208 |
| 21 | 210 |
| 22 | 211 |
| 23 | 212 |
| 24 | 214 |
| 25 | 216 |
| 26 | 217 |
| 27 | 219 |
| 28 | 221 |
| 29 | 223 |
| 30 | 226 |
| 31 | |
| 32 | |
| 33 | |

Level B Form 15

| STUDENT SCORE | |
|---|---|
| Raw Score | Scale Score |
| 1 | |
| 2 | |
| 3 | |
| 4 | 199 |
| 5 | 202 |
| 6 | 204 |
| 7 | 206 |
| 8 | 207 |
| 9 | 209 |
| 10 | 211 |
| 11 | 212 |
| 12 | 213 |
| 13 | 214 |
| 14 | 216 |
| 15 | 217 |
| 16 | 218 |
| 17 | 219 |
| 18 | 221 |
| 19 | 222 |
| 20 | 223 |
| 21 | 224 |
| 22 | 225 |
| 23 | 227 |
| 24 | 228 |
| 25 | 229 |
| 26 | 230 |
| 27 | 232 |
| 28 | 233 |
| 29 | 235 |
| 30 | 236 |
| 31 | 238 |
| 32 | 240 |
| 33 | 243 |
| 34 | 245 |
| 35 | |
| 36 | |
| 37 | |
| 38 | |

Level B Form 16

| STUDENT SCORE | |
|---|---|
| Raw Score | Scale Score |
| 1 | |
| 2 | |
| 3 | |
| 4 | 199 |
| 5 | 202 |
| 6 | 204 |
| 7 | 206 |
| 8 | 208 |
| 9 | 209 |
| 10 | 211 |
| 11 | 212 |
| 12 | 214 |
| 13 | 215 |
| 14 | 216 |
| 15 | 218 |
| 16 | 219 |
| 17 | 220 |
| 18 | 221 |
| 19 | 222 |
| 20 | 223 |
| 21 | 225 |
| 22 | 226 |
| 23 | 227 |
| 24 | 228 |
| 25 | 230 |
| 26 | 231 |
| 27 | 232 |
| 28 | 234 |
| 29 | 235 |
| 30 | 237 |
| 31 | 239 |
| 32 | 241 |
| 33 | 243 |
| 34 | 246 |
| 35 | |
| 36 | |
| 37 | |
| 38 | |

RAW SCORES AND SCALE SCORES in brackets are in accurate range.

RAW SCORES outside brackets are inaccurate.

If a student score falls below the accurate range,
a lower level test should be administered.

If a student score falls above the accurate range,
a higher level test should be administered.

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# APPENDIX C

## ABE PRE-POST TEST REPORT

## 1983-84

### ESL Students

| | Pre-Test | Post-Test | Gain | N |
|---|---|---|---|---|
| All ESL | 206.8 | 213.5 | 6.7 | 6023 |
| Level A | 189.8 | 198.1 | 8.3 | 1526 |
| Level B | 209.5 | 215.5 | 6.0 | 2842 |
| Level C | 217.8 | 224.1 | 6.3 | 1655 |

### ABE Students

| | Pre-Test | Post-Test | Gain | N |
|---|---|---|---|---|
| All ABE | 212 | 218.6 | 6.6 | 1021 |
| Level A | 188.3 | 199.7 | 11.4 | 154 |
| Level B | 211.5 | 217.0 | 5.5 | 377 |
| Level C | 219.9 | 225.6 | 5.7 | 490 |

Students who participated in both pre and post-testing and had valid pre-test scores were included in this analysis.

## CORRELATION BETWEEN CASAS SURVEY ACHIEVEMENT LISTENING AND READING TESTS

| | $\overline{X}$ | S.D. | r | N |
|---|---|---|---|---|
| Reading | 205.5 | 17.2 | .754 | 145 |
| Listening | 208.4 | 12.9 | | |

Students enrolled in English as a Second Language Programs at the Kearny Mesa Continuing Education Center were pre-tested in October 1984 with the CASAS Life Skills Survey Achievement Tests. Both reading and listening tests were administered. These included Reading Forms 21 - 26 and Listening Forms 43 - 48. One hundred forty-five (145) students who were administered the same level of both reading and listening tests were included in the study. These included 39 Level A forms, 75 Level B forms, and 31 Level C forms. A correlation of .754 was computed between the reading and listening forms.

BEST TEST

| CASAS TEST | CORE | | | | | LITERACY | | |
|---|---|---|---|---|---|---|---|---|
| | LISTENING | COMMUNICATION | FLUENCY | LISTENING & COMMUNICATION & FLUENCY | READING/WRITING | Comprehension | WRITING | Comprehension WRITING |
| READING | .575 | .543 | .597 | .617 | .509 | .864 | .782 | .878 |
| LISTENING | .591 | .574 | .491 | .587 | .445 | .697 | .611 | .704 |

Figure 1 Correlations between CASAS subtest and BEST subtest: Post test May, 1984

N=101

# 1983-84

# ABE DATA

SELECTED DATA

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| | Site | | | | |
|---|---|---|---|---|---|
| | SW | ESD | KE | HV | Total |
| Number of Students with Valid Scores | 201 | 374 | 396 | 45 | 1016 |
| Total Number of Students | 297 | 534 | 533 | 69 | 1433 |

Figure 1 Number of Students

| | SW | ESD | KE | HV | Total |
|---|---|---|---|---|---|
| Number of Implementing Classes | 19 | 26 | 18 | 3 | 66 |
| Total Number of Classes | 43 | 42 | 31 | 9 | 125 |

Figure 2 Number of Classes

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Site

| | SW | ESD | KE | HV |
|---|---|---|---|---|
| Mean Difference | 3.8 | 4.1 | 3.1 | 1.9 |

Figure 3 Mean Post-test Score Minus Mean Pre-test Score (Mean Difference) by Site

| Did teacher implement CASAS | SW | ESD | KE |
|---|---|---|---|
| NO | 2.9<br>N=93 | 3.3<br>N=117 | 4.3<br>N=101 |
| YES | 4.6<br>N=107 | 4.4<br>N=255 | 2.4<br>N=258 |

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Figure 4 Mean difference by implementation of CASAS

|  | Site |  |  |
|---|---|---|---|
| Life Skills Taught | SW | ESD | KE |
| Low | 1.8<br>N=88 | 3.1<br>N=128 | 2.8<br>N=165 |
| Med | 5.2<br>N=95 | 3.6<br>N=139 | 2.5<br>N=173 |
| High | 6.9<br>N=18 | 6.1<br>N=107 | 5.7<br>N=58 |

$P < .05$

Figure 5 Mean Difference by Amount of Time that Life Skills were Taught

| Functions Better | SW | ESD | KE |
|---|---|---|---|
| None | 2.6<br>N=18 | 2.6<br>N=75 | 2.9<br>N=71 |
| Low | 3.5<br>N=63 | 3.9<br>N=135 | 5.1<br>N=63 |
| Med | 5.4<br>N=93 | 2.6<br>N=39 | 2.8<br>N=168 |
| High | -1.2<br>N=21 | 6.4<br>N=101 | 1.7<br>N=76 |

$P < .05$

Figure 6 Mean Difference by Number of Students whose main reason to take class was to function better

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| | Site | | |
|---|---|---|---|
| Classes Taught During . . . | SW | ESD | KE |
| Day | 2.9<br>N=46 | 3.6<br>N=309 | 2.8<br>N=343 |
| Eve | 5.6<br>N=57 | 6.8<br>N=65 | 5.1<br>N=53 |

P< .05

Figure 7 Mean Difference by when Class was Taught

| ESL Level | SW | ESD | KE |
|---|---|---|---|
| Beg | 7.0<br>N=48 | 4.8<br>N=140 | 1.9<br>N=159 |
| Int | 2.5<br>N=70 | 3.0<br>N=133 | 3.0<br>N=179 |
| Adv | 2.8<br>N=75 | 6.0<br>N=55 | 6.7<br>N=52 |

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P<.05

Figure 8 Mean Difference by ESL Level

# APPENDIX D

# CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

## FIELD TEST DEMOGRAPHIC DATA
## 1983 - 1984

| | |
|---|---|
| Content Areas Measured: | 0. Oral Assessment<br>1. Consumer Economics<br>2. Community Resources<br>3. Health<br>4. Occupational Knowledge<br>5. Government and Law<br>6. Computation<br>7. Basic Reading Skills<br>8. Handicapped |
| Competencies Measured: | Priority list established by CASAS Consortium of those competencies included in curriculum for ABE/ESL (See Competency Code List) |
| Task Areas Measured: | 1. Filling out Forms<br>2. Interpreting Maps, Charts, Matrices, and Graphs<br>3. Information from Stories, Articles Directions and Paragraphs<br>4. Information from Signs, Price Tags or Advertisements<br>5. Understanding Measurement, Scales and Diagrams. |
| Adult Programs Involved: | English as a Second Language<br>Adult Basic Education<br>Pre-Vocational/Vocational Programs<br>High School Completion<br>GED Preparation<br>Continuation Education<br>Corrections<br>California Youth Authority |
| Demographic Data Collected | Age, Sex, Native Language Background, Ethnic Background, Educational Background |

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## SPRING 1984 ITEM FIELD TEST

| DISTRICT | DISTRICT CODE | NUMBER OF STUDENTS TESTED | | |
|---|---|---|---|---|
| | | LEVEL A | LEVEL B | LEVEL C |
| ABC Adult | 320 | 39 | | |
| Alhambra | 270 | 146 | 102 | |
| Bakersfield | 470 | 72 | 40 | |
| Burbank | 110 | 119 | 47 | |
| Center City | 210 | | | 32 |
| Clairemont | 210 | | | 14 |
| Deuel Voc | 150 | | | |
| El Monte/Rose | 330 | 120 | 100 | |
| Fremont | 160 | 64 | 75 | |
| Hacienda/LA | 170 | 48 | 73 | |
| Kearny | 210 | | | 22 |
| Merced | 480 | 80 | 52 | |
| Metropolitan | 230 | 187 | 86 | |
| Milpitas Adult | 884 | 55 | 57 | 59 |
| Mira Costa | 872 | 73 | 37 | |
| Montebello | 190 | 89 | 60 | |
| San Francisco | 220 | | | |
| Salinas Adult | 200 | 95 | 50 | |
| Sacramento | 420 | 56 | 57 | |
| Sequoia Adult | 360 | 60 | | 17 |
| Simi Valley | 370 | | 15 | |
| Sweetwater | 380 | 25 | 67 | 21 |
| Tracy | 321 | 121 | 140 | |
| Tulare | 450 | 25 | 17 | 23 |
| Watsonville | 240 | 135 | 14 | 19 |

## SPRING 1984 PRE-VOCATIONAL

| DISTRICT | DISTRICT CODE | NUMBER OF STUDENTS TESTED | |
|---|---|---|---|
| | | Pre-Test | Post-Test |
| Center City | 210 | 53 | |
| Clairemont | 210 | 22 | |
| Chinatown | | | |
| El Monte/Rosemead | 330 | 35 | |
| ESD Continuing | 210 | 90 | 84 |
| Fullerton | 850 | 25 | |
| Kearny | 210 | 31 | |
| La Puente | 170 | 60 | |
| Merced | 480 | 38 | 45 |
| Metropolitan | 290 | 44 | 33 |
| Milpitas | 884 | 102 | |
| San Francisco | 220 | 35 | |
| Salinas | 200 | 16 | |
| Santa Clara | 310 | 24 | 11 |
| Sequoia | 360 | 19 | 13 |
| | | 594 | 186 |

| FORM | NUMBER OF STUDENTS TESTED | |
|---|---|---|
| | Pre-Test | Post-Test |
| 13 | 301 | 44 |
| 14 | 293 | 142 |
| | 594 | 186 |

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## SPRING 1984 ITEM FIELD TEST

| FORM | LEVEL | NUMBER OF STUDENTS TESTED |
|---|---|---|
| 21 | A | 413 |
| 22 | A | 481 |
| 23 | B | 305 |
| 24 | B | 410 |
| 25 | C | 457 |
| 26 | C | 632 |
| 27 | C | 207 |
| | | 2905 |

# APPENDIX E

## CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
## SUMMER INSTITUTE

June 27-29, 1984

### Objectives

1. To determine assessment needs, practices, and procedures with adults enrolled in ABE, ESL, Vocational and High School Completion programs.

2. To plan for expansion of CASAS demonstration sites and implementation of the California Adult Student Assessment System in 306 agencies.

3. To provide training for trainers in the use of the assessment materials and procedures developed by this consortium project during 1980-84 and plan staff development activities for 1984-85.

4. To evaluate implementation efforts 1983-84 and plan evaluation activities for 1984-85.

5. To demonstrate use of micro-computers for CASAS data management, curriculum management, and Item Bank Management.

6. To review development of CASAS vocational assessment procedures, materials and other resources and plan for implementation into the assessment system.

7. To refine assessment for handicapped adults and prepare for field testing procedures.

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JUNE 1984

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# APPENDIX F

# FINAL REPORT

1983-84

CASAS CONSORTIUM AGENCIES

# CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency ABC Adult School (ABC Unified School District) Date July 18, 1984

Contact Person(s) Betty Gerhardt

1. Goals and Objectives 1983-84:
    - 1.1 To determine assessment needs of adult educational programs.
    - 1.2 To assist in establishing a process for implementation of an effective assessment system in local programs.
    - 1.3 To field test and evaluate items, instruments and materials being developed by CASAS.
    - 1.4 To provide staff development for personnel involved in implementing the assessment system.
2. Description of activities completed to achieve goals and objectives:
    - 2.1 Inservice on CASAS testing.
    - 2.2 Four 2-hour sessions on techniques and instructional strategies for a competency-based adult program.
    - 2.3 Workshop for development of placement test to meet local needs.
    - 2.4 Workshop for selection/development of student profile card.
    - 2.5 Development of a system for the recording/collection/use of data obtained from CASAS pre/post tests.
    - 2.6 Previous and selection of books/materials to be used as instruments in teaching life skill competencies.
3. Evaluation of CASAS implementation efforts in your agency:
    - 3.1 Informal use of ISAM.
    - 3.2 Use of CBAE worksheet to evaluate 1983-84 program and develop a plan and timeline for changes in areas of implementation for 1984-85.
    - 3.3 Informal teacher evaluation.
4. Activities planned for 1984-85 based on state goals and objectives:
    - 4.1 Completion of a curriculum guide listing life skill competencies by instructional level along with matrix of materials available in our program.
    - 4.2 Implementation/evaluation of placement test.
    - 4.3 Implementation/evaluation of student profile card.
    - 4.4 Development of a video system and library keyed to CASAS curriculum life skill competencies.
    - 4.5 Development of individual learning packets keyed to CASAS curriculum life skill competencies and the improvement and expansion of ESL learning lab. (Tentative-Pending approval of mini-grant).

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## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency *Alhambra Adult Education Division* Date *7-3-84*

Contact Person(s) *Ben Noodleman/Louie Pontrelli*

1. Goals and Objectives 1983-84:
   A. *To build local locator test.*

   B. *To develop record keeping system.*

   C. *To train addicional teachers in use of CASAS materials.*

2. Description of activities completed to achieve goals and objectives:
   A. *Three (3) teachers worked together to design a local locator test. They designed three separate forms using the item bank. The locator will be used in fall '84.*

   B. *Two (2) teachers worked together to review record keeping forms and to design more efficient forms related to classroom work. They also revised the intake form.*

   C. *Thirty (30) teachers participated in CASAS awareness activities. This included "What is CASAS?" How does it relate to CBAE? How to administer the survey achievement test and interpret results.*

3. Evaluation of CASAS implementation efforts in your agency:

   *As teachers participate in item tryouts they become aware of the CASAS. When they begin to use the survey achievement test with their students they become interested in materials used to teach life skills competencies. Those who have been involved longest begin to want to try to develop better systems of classroom management and student assessment. We still have many teachers at awareness level, but their reactions have been for the most part positive.*

4. Activities planned for 1984-85 based on stated goals and objectives:
   A. *Development and distribution of a staff handbook related to the CASAS.*

   B. *Continued involvement in item testing.*

   C. *Use of local locator in all sites.*

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency BURBANK ADULT SCHOOL/BURBANK UNIFIED SCHOOL DIST. Date 7/2/84

Contact Person(s) Kim Rhodes

### 1. Goals and Objectives 1983-84:

1. To continue to determine assessment needs, practices, and procedures with adults enrolled in ABE, ESL, and High School Completion programs.
2. To further implement the California Adult Student Assessment System in Burbank.

### 2. Description of activities completed to achieve goals and objectives:

We have two 3-hour inservices each year as well as monthly, sometimes weekly planning sessions. This year much of that time was spent combining staff ideas on the ways to combine competency skills with the enabling skills. Teachers discover the importance of this by using the CASAS tests and learning what their students do not know to successfully survive and contribute to the new culture they have joined.

### 3. Evaluation of CASAS implementation efforts in your agency:

CASAS helps students' confidence level as they identify their newly learned life skills combined with the new language ability.

This year we used the sample method, next year we plan to test all students.

We are looking forward to the new tapes to better test our students' listening abilities.

### 4. Activities planned for 1984-85 based on stated goals and objectives:

We plan to continue the goals stated for '83-'84 but to expand the use of the tests with all students. We plan to introduce a new record keeping system that will be an asset to both teacher and student. (Beginning on level one advanced we plan to have the student help in this record keeping system.)

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## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Clovis Adult and Vocational Education Date June 27, 1984

Contact Person(s) Mary Rich

1. Goals and Objectives 1983-84:

Continue to develop a comprehensive educational assessment system for adults with emphasis on the process model designed to reflect our local competency based education program.

2. Description of activities completed to achieve goals and objectives:

   1. Participation in monthly consortium meetings which provide communication linkage, problem solving, review data and recommend changes in testing procedures.
   2. Serve as a site to review, evaluate and field test materials.
   3. Serve as a demonstration site for CASAS.
   4. Develop, correlate and revise vocational - guidance instructional materials, for dissemination to consortium.

3. Evaluation of CASAS implementation efforts in your agency:

   1. On-going evaluation thru active participation in consortium meetings.
   2. Teacher questionnaires.
   3. On-going site evaluation thru local test results and testing experiences.

4. Activities planned for 1984-85 based on stated goals and objectives:

   1. Continue to participate in consortium effort.
   2. Continue as a demonstration site.
   3. Continue to field test and review material.
   4. Develop increased staff aware in involvement of test construction and item writing skills.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency El Monte-Rosemead Adult School Date July 6,1984

Contact Person(s) Richard Manning/Ron Logue

**1. Goals and Objectives 1983-84:**

Demonstration and implementation of effective assessment system.

Field test and evaluate materials for CASAS

Provide staff development

Determine on-going needs of adult education; develop test-related materials

**2. Description of activities completed to achieve goals and objectives:**

1. Tested all students enrolled in ESL the second week of school
2. Re-tested all students who had completed 100 hours of instruction
3. Re-designed new Resource Center with new books, resource material for teachers, added A-V material to teach CASAS competencies, added a new Resource Book from which teachers can order material, designated an area to test all incoming students with CASAS items to allow them to be properly placed in level and class.
4. Developed a sheet that shows teachers which CASAS items were missed on the pre/post tests.
5. Introduce teachers to a wide variety of Life Skill materials at all three levels at four major locations.
6. Pre and post tested students with Voc-field tests.
7. Added Scantron tests to obtain rapid and effective results.

**3. Evaluation of CASAS implementation efforts in your agency:**

Pre-post tests were completed by each individual teacher who then concluded that assignment with a pre-post evaluation form, as well as completed the class profiles.

In addition, faculty meetings were held with the bulk of teachers who administered the CASAS tests to glean information as to the techniques each used to teach students after the pre-test and before the post-test was given at the four major sites.

Individual as well a group discussions were held to discuss how to teach life skills to our diverse student population and how to measure educational growth and achievement in the implementation and assessment process.
Each teacher received an item analysis gathered by using Scantron.

**4. Activities planned for 1984-85 based on stated goals and objectives:**

To continue to improve the Resource Center
To develop the use of micro-computers as a curriculum management system
To develop VESL curriculum geared to Voc. Ed. competencies
To emphasize staff development
To continue to refine placement tests
To introduce more life skills material to classroom teachers
To provide linkages to career-guidance systems including Voc. Ed. and JTPA

CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Elsinore Union High School District Date 8/24/84

Contact Person(s) John H. Wise

1. Goals and Objectives 1983-84:

- DETERMINATION OF ASSESSMENT NEEDS OF ADULT EDUCATION STUDENTS
- DEMONSTRATION OF IMPLEMENTATION FOR CASAS ASSESSMENT SYSTEM
- PROVISION OF STAFF DEVELOPMENT FOR PERSONNEL

2. Description of activities completed to achieve goals and objectives:

- ATTENDANCE AT CASAS CONSORTIUM MEETINGS
- ANALYSIS OF STATEWIDE DATA FOR SUBMISSION TO JDRP
- PRESENTATION OF RESEARCH FOR CASAS PROJECT AT STATEWIDE MEETINGS
- PARTICIPATION IN CASAS CONSORTIUM MEETINGS.

3. Evaluation of CASAS implementation efforts in your agency:

CASAS ISAM SUPPLEMENT INDICATES INTERMEDIATE (3) LEVELS OF IMPLEMENTATION EXCEPTING TEST CONSTRUCTION (1). INSTRUCTORS ARE USING RESULTS TO ORGANIZE INSTRUCTION AND EVALUATE PROGRESS.

4. Activities planned for 1984-85 based on stated goals and objectives:

- DEVELOPMENT/IMPLEMENTATION OF INDIVIDUAL STUDENT REPORTING SYSTEMS
- PROVISION OF STAFF DEVELOPMENT FOR PERSONNEL
- CONSTRUCTION OF TESTS FOR SPECIAL PURPOSES
- PARTICIPATION IN CASAS CONSORTIUM MEETINGS

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Fremont Adult School Date June 8, 1984

Contact Person(s) Liz Bestor

1. Goals and Objectives 1983-84:

SEE ATTACHED

2. Description of activities completed to achieve goals and objectives:

SEE ATTACHED

3. Evaluation of CASAS implementation efforts in your agency:

SEE ATTACHED

4. Activities planned for 1984-85 based on stated goals and objectives:

Two major activities are planned to further implement CBAE-CASAS atFremont Adult School.

1. STUDENT NEEDS ASSESSMENT: This is planned to be a list of all competencies to be taught at all levels in a given general area. The student would mark: a) want to know right now, b) want to know sometime, c) already know well, d) know it a little and e) not interested in this. These will be used in the upper level ESL and all ABE classes The assessment will be taken in the week

### Goals and Objectives for 1983-84:

For Consortium Member:

1. To keep all Fremont Adult School(FAS) staff, teachers, aides, and administrators apprised of the latest requirements for ESL/ABE programs.
2. To attend all meetings of the CASAS Northern Consortium, the joint meeting in March, and the summer institute.
3. To be an active member of the Internal Evaluation committee.

For FAS ESL/ABE Program:

1. Adapt the Vallejo Master Plan(VMP) to the FAS students' needs.
2. Learn about writing test items so that staff can begin writing their own unit tests.
3. Learn about using the Item Bank so that staff can begin re-writing the survey achievement test to better fit the FAS program.

### Description of activities completed to achieve goals and objectives:

For Consortium Member:

1. At department head meetings and staff meetings, reported on CASAS meetings and shared the information pertaining to each group.
2. Attended all of the meetings of the Northern Consortium except that in Salinas due to a conflict in scheduling. Also, attended the joint meeting in San Diego and the summer institue in Santa Cruz.
3. Participated in the activities of the Internal Evaluation committee whenever it net at the Northern meetings and in San Diego and at the summer institute.

For FAS ESL/ABE Program:

1. Used the VMP the first 10 weeks of school exactly as it was set forth. During the second/third 10 week cycles a committee of four staff members and the department head revised the VMP to better fit the FAS students' needs. The process:
   a. listed all competencies covered in the total VMP program.
   b. cross referenced these to the CASAS competency list.
   c. added competencies that the committee felt were needed.
   d. reorganized the structure and content of some of the units.
   e. reorganized the sequence of the units.
   f. re-typed the outline for the staff to have during the spring and summer so they could begin rearranging their files.
2. On March 2, 1984, two teachers and the department head participated in the Item Writing workshop in San Jose. This was preceeded by a workshop in BErkeley in late November. The information from these workshops was passed on, in general, to the rest of the staff, but no writing was done. It was felt that the rewriting of the VMP was all that could be tackled in 1983-84.
3. The same people attended the Test Construction Using the Item Bank Workshop held at Sequoia Adult School on February 2,3, 1984. Again the information was passed on to the rest of the staff, but no action was taken due to the rewriting of the VMP.

### Evaluation of CASAS implementation efforts in your agency:

1. At the end of the year the staff and administration reviewed the above goals and objectives and it was felt that the FAS program, on the whole, was sound.
2. The yearly Survey Achievement test scores show that the students fit into the CASAS-stated levels and are advancing at a steady pace.
3. The number of students getting/improving jobs, going into the ABE or High School Diploma Program, or outside educationao programs (academic or vocational) denotes a program meeting student needs.

CASAS CONSORTIUM PROJECT

FINAL REPORT

Name of Agency Fremont School for Adults Date 6/13/84

Contact Person(s) Mrs. Virgil H. Price

1. Goals and Objectives 1983-84:
   Revise ESL placement tests.
   Develop oral placement questionnaire
   Continue to refine test model
   Implement competency based materials into competency strand on pilot basis two of five class sessions daily.

2. Description of activities completed to achieve goals and objectives:
   - A. Meet with staff to determine competencies
   - B. Review and select books and materials with emphasis on identified competencies
   - C. Initiate classes utilizing materials
   - D. Construct and administer placement tests
   - E. Construct oral placement questionnaire
   - F. Pilot placement tests and questionnaires
   - G. Check with staff for adequacy of student placements

3. Evaluation of CASAS implementation efforts in your agency:
   1. Teacher evaluation
      - a. Meet and discuss rationale for implementation of CBE
      - b. Develop evaluation forms
      - c. Distribute and tally evaluation re: success of pilot strand and student placement

4. Activities planned for 1984-85 based on stated goals and objectives:
   - A. Staff training to facilitate implementation of CBE
     1. Teacher requests
     2. State Department of Education requests
     3. Develop program and time line
     4. Refine testing instruments
     5. Pre and post CBE tests to check student progress

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Grossmont Adult School Date 8/9/84

Contact Person(s) Robert Johnston

1. Goals and Objectives 1983-84:
   a) Develop, refine & implement an integrated competency-based curriculum, instructional & student assessment/certification system.
   b) Implement a student guidance system based on competency assessment/certification.
   c) Provide for CBAE staff development.

2. Description of activities completed to achieve goals and objectives:
   a) CASAS life skills competencies have been incorporated in all course outlines.

   A curriculum matrix correlating instructional materials to competencies has been developed and disseminated to all teachers.

   CASAS "Starter Kits" and other relevant CBE curriculum materials have been disseminated to all teachers.

   All teachers have conducted CASAS pre- and post- testing of their students.
   b) The assessment/guidance system has been developed but not implemented. It was completed later than anticipated and will be ready for implementation in the Fall semester, 1984.
   c) CBAE staff development included eight different inservice activities, reached all of the teaching and instructional aide staff, and amounted to a total of 230 attendance hours by individual resource teachers, instructors and aides.

3. Evaluation of CASAS implementation efforts in your agency:
Grossmont ABE has developed and/or implemented the following facets of its CBAE program:

| | Developed | Implemented |
|---|---|---|
| Program Framework | | Fall, 1982 |
| Assessment System | 1983-84 | |
| Guidance System | 1983-84 | |
| Instructional System | | 1983-84 |
| Management System | | 1983-84 |

4. Activities planned for 1984-85 based on stated goals and objectives:
   a) Revise and update CASAS curriculum matrix and disseminate to all teachers.
   b) Implement the assessment/guidance system.
   c) Provide continued CBAE staff development opportunities.
   d) Participate in the CASAS Consortium meetings and the Summer Institute.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Bakersfield Adult School Date August 1, 1984

Contact Person(s) Dennis Scott

**1. Goals and Objectives 1983-84:**

1. Examine and determine assessment needs of adult educational programs.
2. Establish a process for implementing an assessment system in district adult educational program. 3. Field test and evaluate CASAS materials.
4. Provide staff development for personnel involved in the implementation of an assessment system. 5. Develop achievement tests and student test record sheets.

**2. Description of activities completed to achieve goals and objectives:**

During the 1983-84 school year, teachers and administrators from Bakersfield Adult School determined assessment needs by participation in CASAS workshops and meetings, district inservice meetings and J.T.P.A. research. Commercial and school prepared adult assessment materials were examined; and entry level assessment materials for ABE was adopted. Instruments, materials and items were field tested and evaluated according to the CASAS guidelines. Teachers participated in workshops in Visalia and Tulare and met monthly to discuss the implementation of an assessment system. The staff adopted a new test record sheet and continued to develop placement and certification tests.

**3. Evaluation of CASAS implementation efforts in your agency:**

Bakersfield Adult School continued to make advances in placement, diagnosis, monitoring, certification, program management and evaluation. Bakersfield Adult School is moving towards an adoption of the California Adult Assessment System but is limited by the incomplete item bank, etc.

**4. Activities planned for 1984-85 based on stated goals and objectives:**

Bakersfield Adult School will continue CASAS inservice and staff development activities by examining materials, testing items and assessment techniques. A new curriculum textbook series and resource materials emphasizing CASAS objectives will be adopted. Assessment needs of the adult educational program will be examined. CASAS materials will be evaluated according to CASAS guidelines.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Martinez Adult School Date June 30, 1984

Contact Person(s) Royal Sherwood, Vice Principal, Brian Fraim, ESL Coordinator

1. Goals and Objectives 1983-84:

(SEE ATTACHED)

2. Description of activities completed to achieve goals and objectives:

3. Evaluation of CASAS implementation efforts in your agency:

4. Activities planned for 1984-85 based on stated goals and objectives:

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1. Goals and Objectives 83-84:

    1. Ongoing determination of assessment needs of adult education programs.
    2. Establish process for implementation of an effective assessment system in district adult education program, and demonstrate implementation of the assessment systems.
    3. Field test and evaluate items, instruments, materials, and system being developed for CASAS.
    4. Provide staff development for personnel involved in implementing the assessment system.
    5. Develop survey achievement level tests and related test materials and student test record sheets, and demonstrate use in fall 1984 ABE test.
    6. Identify minimal competencies at each level to be used for student tracking/certification.
    7. Design/select/adapt student profile/record keeping system for piloting.
    8. Investigate use of computer for record keeping.

2. Description of activities completed to acheive goals and objectives:

    1. Participation in all scheduled CASAS meetings and active participation in CASAS subcommittees
    2. Participation in CASAS sponsored or related staff development workshops based on district needs to implement CASAS.
    3. Participation in and evaluation of CASAS related testing.
    4. Use of CASAS materials, methods, and instruments to evaluate student needs and plan program.
    5. Development and establishment of record keeping, student tracking, and student profile instruments and procedures by staff in accordance with CBAE principles.
    6. Identification of lifeskill and basic skill competencies at each level of instruction by staff.
    7. Conversion of record keeping instruments to computer use.

3. Evaluation of CASAS implementation efforts in your agency:

    An evaluation of the ESL/ABE program was conducted using the ISAM, CASAS/ISAM supplement, staff and student input, and CASAS tests results to determine the level of CBAE implementation, the effectiveness of the program, and the effects of CASAS of student achievement. Based on the results and data, it has been determined that the program reflects levels of implementation consistent with the district plan and significant and positive relationships between use of CASAS and increased student achievement.

4. Activities planned for 1984-85 based on stated goals and objectives:

    1. To continue as an active participant at CASAS meetings and as a member of CASAS subcommittees.
    2. To field test computer CASAS test analysis programs such as the Data Entry and Evaluation Program (DEEP)

3. To have additional staff trained to use and understand the assessment system by participating in CASAS sponsored workshop.
4. To develop district CASAS test instruments using a computer test construction program.
5. Participate in CASAS testing and evaluation activities.

Name of Agency Merced Adult School Date July 30, 1984
Contact Person Margaret Kirkpatrick, ESL Coordinator

## CASAS Final Report

1. Goals and Objectives 1983-1984

Merced Adult School had the following goals for its third year of involvement in the California Adult Student Assessment System:

A. Continue to participate in Consortium meetings and the Summer Institute in order to be involved in the on-going exchange of information and review of current data collection and testing procedures.

B. Participate in the fall and spring field testing of CASAS tests.

C. Provide staff development for personnel involved in implementing the assessment system.

D. Participate in the development of a vocational CASAS test.

E. In a year of development for CBAE, assess the CASAS testing system in relation to competency assessment and certification.

2. Description of activities completed to achieve goals and objectives:

A. Merced Adult School has participated in CASAS Consortium meetings for the past year and a representative attended the Summer Institute at Santa Cruz.

B. Merced Adult School did participate in the fall and spring field testing of the 22A,13B and 14B CASAS tests.

C. Merced Adult School provided many opportunities for staff development for the instructors and office staff involved in the CASAS process. These opportunities included the following:

5 staff inservices
1 workshop, 3 teachers attended
CATESOL, 5 staff attended
CBAE, 5 staff attended
DNAE CASAS Demonstration Site visitation, 4 staff attended
Starter Kit DNAE workshop, 15 staff attended

D. The Merced Adult School Consortium representative, Margaret Kirkpatrick, served on the Vocational CASAS subcommittee, with Nick Krammer as chairman, and attended meetings at each consortium meeting, as well as special subcommittee meetings at the state CASAS meeting and the Summer Institute. In addition, Merced Adult School field tested the Vocational CASAS test, 13 B and 14B, this spring.

E. In this year of development in preparation for CBAE implementation, Merced Adult School has been using the CASAS testing procedures extensively and then evaluating the results in light of considering possible methods of competency certification and initial student placement. The CASAS tests have been found valuable and reliable so far, but evaluation is ongoing.

III. Evaluation of CASAS implementation efforts in your agency:

CASAS implementation has been proceeding rapidly in this agency. The teachers are very familiar with the CASAS competencies and have agreed that they form the basis for a method of teaching, a reliance on competency-based education instead of phonics or some other primary method. Merced Adult School staff are presently at work on refining the competency list as it applies to this location and division of students into levels. The tests are used regularly to test achievement and to check student placement.

IV. Activities planned for 1984-1985 based on stated goals and objectives:

a. Merced Adult School will continue to participate in CASAS consortium meetings and in the Summer Instutute. Plans have already been made to send a representative to this years (1984) Institute at Santa Cruz.

b. Merced Adult School will continue to participate in the Fall and Spring CASAS testing and in any other special testing which might be requested.

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c. Merced Adult School will continue to provide staff development opportunities for the instructors. An inservice is scheduled for July, where a presentation will be made concerning the use of the new competency-based instructional materials, Lifeschool, which has been purchased for use next fall. In addition, staff will be sent to the CASAS/CBAE conference, as well as the CATESOL conference. Finally, routine staff meetings will be scheduled.

d. Merced Adult School will continue to participate in the development of a Vocational CASAS test, both by serving on the committee which is formulating the competencies for that area and by continuing to field test Vocational tests as requested by CASAS.

e. Merced Adult School is in the process of evaluating record keeping systems and will put in place in 1984-1985 a record management system which will reflect student competency achievement, as well as placement and demographic information.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Montebello Unified School District Date 7/18/84

Contact Person(s) Walter Popkin

1. Goals and Objectives 1983-84:

   - Integrate our curriculum, goals and objectives with CASAS
   - Develop local assessment instruments using CASAS Item Bank
   - Develop a system for recording student mastery of competencies
   - Increase CBAE Staff Development program.

2. Description of activities completed to achieve goals and objectives:

   - We deveoped our own competencies by levels which matched the CASAS guidelines.
   - We field-tested more than 1,500 ABE/ESL/Diploma students using the three levels of CASAS sample tests.
   - We conducted two all-day Saturday workshops devoted solely to CBAE
   - We developed a CBAE Teacher/Administrator Advisory Committee which selected the Life Skills materials used in our ABE/ESL program.
   - We designed and printed a "Student Certification Card".

3. Evaluation of CASAS implementation efforts in your agency:

   - We met all of our objectives with one exception. We were not able to design local tests at all levels. The CASAS item bank was not complete in time for us to meet that objective.

4. Activities planned for 1984-85 based on stated goals and objectives:

   - Review and revise "competencies".
   - Review, revise and compile local assessment instruments.
   - Test all ABE/ESL with our newly developed tests.
   - Expand the staff development program.
   - Use newly developed "student certification card" as a vehicle for improved student articulation among levels and programs

# CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency *Watsonville/Aptos Adult School* Date *7/11/84*

Contact Person(s) *James R. Eachus, Director* J. R. Eachus

1. Goals and Objectives, 1983-84:

   (a) *Ongoing determination of assessment needs of adult educational programs.*

   (b) *Establish & demonstrate process for implementation of an effective assessment system.*

   (c) *Field test and evaluate items, instruments, materials, and system being developed for CASAS.*

   (d) *Provide staff development for personnel involved in implementing the assessment system.*

   (e) *Develop & use survey achievement level tests and related test materials and student test record sheets.*

   (f) *Develop a pre-vocational tracking system.*

2. Description of activities completed to achieve goals and objectives:

   *The emphasis this past year was on staff development and implementation of CASAS as a part of the over-all C.B.A.E. program. Activities included workshops, (local, regional and statewide) attended by all teachers and aides, which focused on C.B.A.E. assessment and placement, instructional materials suitable for C.B.A.E., record-keeping, test-item writing, data-management (including use of computers for testing and record-keeping).*

3. Evaluation of CASAS implementation efforts in your agency:

   *This year was one of much involvement with the total ABE/ESL staff in implementing the CASAS process into the system. Much progress was made in the development of a comprehensive program, involving testing placement, instruction, counseling, in-service training, and record-management. Although surveys indicate varying levels of awareness and use of CASAS existed among the staff, acceptance and movement toward implementation was identified by all the staff as very positive.*

4. Activities planned for 1984-85 based on stated goals and objectives:

   *The 1984-85 Year activities will include:*

   (a) *Implementation of a computerized test scoring, record-keeping system (computers and Scantron are already purchased).*

   (b) *Continued in-service training for ABE/ESL staff concerning use of CASAS and data available from an improved assessment system.*

   (c) *Continued review of objectives, testing and C.B.A.E. materials which are available for use in conjunction with CASAS.*

   (d) *Implementation of an effective placement and locator testing system for use at all ABE/ESL levels.*

# CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency POMONA ADULT AND VOCATIONAL EDUCATION Date 8-23-84

Contact Person(s) BARRY A. TRONSTAD

1. Goals and Objectives 1983-84:

To develop CASAS handicapped population assessment tool.

2. Description of activities completed to achieve goals and objectives:

Developed instrument and field tested in various districts around California.

3. Evaluation of CASAS implementation efforts in your agency:

On hold until after field testing results are complete.

4. Activities planned for 1984-85 based on stated goals and objectives:

Implementation of field tested evaluation tool.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Salinas Union High School District Date August 31, 1984

Contact Person(s) Paul Bernard, ESL Coordinator

1. Goals and Objectives 1983-84:

   a. Constructing ESL reading pre-post achievement tests custom-made to reflect local course outlines at A, B, and C levels.
   b. Constructing a VESL achievement test.
   c. Adopting a record-keeping system.

   (See second sheet for d & e)

2. Description of activities completed to achieve goals and objectives:

   Letters here refer to objectives stated above, under #1.

   a. 3 pre-level A tests; 1 level A test, 2 level B tests, and 1 level C test were constructed.
   b. Did not yet construct a local VESL achievement test, but worked wih Nick Kremer on the development of VESL objectives and VESL tests. Field tested CASAS developed VESL tests.
   c. Put in place a card filing system for students' CASAS test results; revised student record sheet (intake); developed a class profile sheet (samples are attached).
   d. Done
   e. Started, but not completed. Will complete in 84-85.

3. Evaluation of CASAS implementation efforts in your agency:

   Sharon used the CASAS Institutional Self-Assessment Measure (ISAM) to evaluate CASAS implementation efforts in management, instruction and guidance.

4. Activities planned for 1984-85 based on stated goals and objectives:

   Salinas Adult School has identified local needs of high priority and will focus on the following objectives:

   a. Modify pre-post achievement tests at the Pre A, B, and C levels to reflect local curriculum content.
   b. Construct a life skills placement test for ESL.
   c. Construct a life skills test at the D level for high school credit.

   (See second sheet for d, e, and f)

1. Goals and Objectives cont'd.

   d. Constructing certification tests at the D level for each of the five life skills areas.
   e. Constructing ABE reading pre-post achievement tests custom made to reflect local course outlines at the B and C levels.

4. Activities Planned cont'd.

   d. Serve as a CASAS demonstration site for neighboring school districts.
   e. Continue participation in the area of developing vocationally-related life skills assessment.
   f. Provide staff development in the area of instructional units assessment, particularly utilizing applied performance criteria.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

## 1983-84

**NAME OF AGENCY:** San Francisco Community College District Date: 7/30/84

**CONTACT PERSON:** Gary V. Tom, Assistant Director

1. Goals and Objectives of 1983-84:

   A. To field test CASAS VESL items.

   B. To administer CASAS pre- and post-tests to ABE and ESL students and analyze results on computer.

   C. To in-service Centers staff on test-report forms and classroom use.

   D. To construct life-skill math assessment forms, scale and field test materials, and prepare report on findings.

2. Description of activities completed to achieve goals and objectives:

   A. Field tested CASAS VESL items using pre-vocational classes at Alemany Community College District.

   B. Administered Survey Achievement Tests in 34 ESL classes, which totaled approximately 1,050 students.

   C. Administered CASAS pre- and post-testing to over 400 ABE students with about 50% completing both tests in the area of reading. Scantron sheets were analyzed by computer in which individual scores, the mean, and the standard deviation were drawn. Also derived was the percent correct for each item by class and by program. The group item difficulty vs. item RIT was correlated on graphs.

   D. Instructors and coordinators received printouts of each student's Scantron results which included the percentage of students who had answered a particular question correctly.

   E. Three Math Survey Achievement assessment forms have been constructed: A, B, and C levels were based on Rasch-scaled math placement test results. (Pre- and post-test forms of each have not been constructed because more items were needed in the bank for each of the three levels.)

   F. New test report forms were designed. All district ABE Math instructors are now familiar with the printouts and procedures. Individual student reports have been minimized and class reports are now being stressed.

G. Copies of the ABE test forms have been offered to CASAS Consortium members with the understanding that they will field test them if they received the forms.

H. In-service for instructors was provided and included test administration, orientation to CASAS tests, and test analysis.

I. Test analysis was prepared according to ESL and test levels. There was also a comparative study with ABE results.

3. Evaluation of CASAS implementation efforts in your agency:

All planned CASAS pre- and post-tests have been administered as scheduled. VESL items were field tested. Computer analysis have been utilized. In-servicing of instructors were conducted and they can now administer tests without needing direct contact with the supervisor. Post-test forms of the three-level math tests still need to be constructed. The CASAS Evaluation Questionnaire was conducted and the response was favorable, indicating that the CASAS system had positive effects on the faculty.

4. Activities planned for 1984-85:

A. In-service selected instructors on test construction.

B. Begin to develop exit tests for ESL levels.

C. Pilot the use of the CASAS locator for more accurate placement on Survey Achievement Tests.

D. Explore the possibility of adding the life skills component on to ESL placement tests.

E. Prepare new report forms based on precious year's experience.

F. Conduct workshop for instructors in order to share their experiences on the classroom uses of test results.

G. Construct post-test on A, B, and C levels of ABE math survey achievement assessments.

H. Field test math survey achievement post-test forms.

I. Field test DEEP program for test analysis.

J. Organize network of CASAS Consortium members to field test new items for fixed parameter analysis.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency ESL Program - Santa Clara Adult Education Center Date July 1, 1984

Contact Person(s) Bet Messmer

1. Goals and Objectives 1983-84:

A. Administer CASAS Survey Achievement test Level B, Analyse results and adjust curriculum accordingly.
B. Gather data on student needs
C. Staff development to implement CBAE and CASAS goals
D. Develop an improved placement instrument

2. Description of activities completed to achieve goals and objectives:

A. 4 classes took CASAS pre and post test. Instructors met to analyze results and items and to consult on curriculum changes.
B. Students were surveyed May 1984 re their goals, needs, interests.
C. 1. 20 ESL staff members attend CATESOL Convention in San Jose, 11 gave presentations, afterwards to staff of outstanding sessions.19 attended CBAE workshops.
   2. 5 staff members attended CASAS Summer Institute sessions.
   3. Santa Clara hosted a CASAS meeting, 2 CBAE staff development meetings and a CASAS Vocational Assessment sub-committee meeting.
D. An abbreviated "grammar based" placement test was developed (8/83) and used. Also 1) experimented with complementary listening comprehension test.2) oral interview.3)development of a listening comprehension test based on CASAS items.

3. Evaluation of CASAS implementation efforts in your agency:

A. Students and teachers who participated in Survey Achievement test felt it was worthwhile.
B. Survey yielded information which will help in developing a more comprehensive survey to be done Fall 1984.
C. Staff feedback on all staff development activities was enthusiastic and positive.
D. Work on development of CASAS type listening comprehension placement test is reaching completion.

-. Activities planned for 1984-85 based on stated goals and objectives:

A. Teachers will have training and hands-on experience in use of item bank and test construction, creating level exit tests and/or:
   1. intermediate level teachers will use item bank to create a site-specific survey achievement test
   2. all teachers will adapt items from item bank to create pre and post tests for a module
B. Program will field test site-specific pilot listening comprehension test
C. Teachers will give input to development of a needs assessment and use it to survey students.
D. Santa Clara will be ISAM'd and has offered to be a CASAS demonstration site.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

HANDICAPPED PROGRAM

Name of Agency Santa Clara Adult Education Program  Date July 1, 1984

Contact Person(s) Sharon A. Swendell

1. Goals and Objectives 1983-84:
   - a.) revision of curriculum
   - b.) staff development
   - c.) assessment implementation
   - d.) review of pre-test from item bank

2. Description of activities completed to achieve goals and objectives:
   - a.) Hired an Educational Consultant to assist teachers, and myself, in revision/update of curriculum.
   - b.) For staff development teachers attended staff meetings, approximately every other month, with an additional workshop quarterly. Each instructor was required to write three or more professional objectives to be obtained during the 83-84 school year.
   - c.) Teachers began developing an assessment system to determine students educational gains within the school year.
   - d.) attending meetings with the Handicapped Consortium to begin testing in Summer 84.

3. Evaluation of CASAS implementation efforts in your agency:

   CASAS implementation were superior in our agency.
   CASAS allowed us to provide a means by which we could provide a much more tangible curriculum for our Handicapped Students, and intensive staff development for our instructors.

4. Activities planned for 1984-85 based on stated goals and objectives:

   Activities planned for 1984-85:
   - a.) implementation of pre-test at Agnews Residential Facility.
   - b.) review of curriculum
   - c.) review of assessment
   - d.) staff development

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## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency SEQUOIA DISTRICT ADULT SCHOOL Date July 24, 1984

Contact Person(s) Cuba Miller

1. Goals and Objectives 1983-84:
   Local Objectives
   1. Identify minimal competencies (not to exceed 10) at each level to be used for student tracking/certification.
   2. Design/select/adapt student profile/record keeping system for piloting.
   3. Investigate use of computer for record keeping.
2. Description of activities completed to achieve goals and objectives:
   1. This was done. We use mini-tests to track student competencies. See attached CBAE Implementation Summary.
   2. We struggled all year with a system involving folders (for a sample of students) in which we kept test information, student background, etc. Now we've developed a single sheet on which we hope to keep everything, including roll. It will be cumbersome in that you'll have to turn 30 pages to take roll. It will be piloted beginning summer session. A copy is attached.
   3. The coordinator has attended many workshops on computers. At this point we are not convinced it's the thing for us to do for record keeping. We will be computerizing registration beginning July 1 (1984-85 pilot with the ABE project classes), so that will facilitate data collection for the ABE-1 report.
3. Evaluation of CASAS implementation efforts in your agency:

   We have accomplished our local objectives for 1983-84, although the record keeping is not finalized. We still do not have a locally developed test constructed from the Item Bank although a great deal of work has been done toward that. We had hoped to have all locally developed tests constructed this year for use in 84-85. The fact that enough camera ready items were not available prevented that. Now we're planning on "item substitution" tests for the state pre/post testing in the fall of 1984.

   I am including a copy of our CBAE Implementation Summary for 1983-84 (submitted with 2nd year revision of project proposal) with CASAS activities marked.
4. Activities planned for 1984-85 based on stated goals and objectives:
   1. We will pilot our newly developed record keeping system. Some data will be collected through computerized registration.
   2. We will continue to work on locally developed tests.
   3. We will try to observe use of test bank computer program to evaluate the feasibility of local use.
   4. We will become a CASAS demonstration site.

# CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency SIMI VALLEY ADULT SCHOOL Simi Valley Unified School District Date 8/14/84

Contact Person(s) SONDRA JONES, ADMINISTRATIVE COORDINATOR

1. Goals and Objectives 1983-84:
   1) To fully implement the CASAS assessment system.
   2) To assist in the evaluation and validation of this assessment system for state and national dissemination
   3) To expand curriculum content in the Adult Basic Education area to include life skill units that coincide with the CASAS competencies.
   4) To develop and implement curriculum using microcomputer software as a supplement to traditional material

2. Description of activities completed to achieve goals and objectives:
   1) Testing and evaluation of the test results and development of curriculum to match Simi Valley Adult School's competencies.
   2) The Simi Valley Adult School participated in field testing and submitted our annual test data to the CASAS office for inclusion instatewide evaluation and analysis.
   3) The Simi Valley Adult School purchased extensive new curriculum materials and A/V materials for the ABE and ESL programs, and new instructional units were developed to coincide with our identified CASAS competencies.
   4) The Simi Valley Adult School has purchased computer software which has been incorporated into the ABE program.

3. Evaluation of CASAS implementation efforts in your agency:
   1) Individual tests completed by students are evaluated by instructors so that individual counseling can be done with each student tested. Class profiles are developed and evaluated by instructors to determine curriculum and instructional strategy strengths and weaknesses.
   2) The administration reviews the initialassessment procedure and placement of new students, the class profiles, the verbal and written testing reports of instructors, the quality of the staff development activities, and formulates an evaluation of the total CASAS effort.
   3) The administration reviewed the CASAS implementation efforts and determined that the staff would like to develop its own assessment instruments when the item bank is complete.
   4) The Simi Valley Adult School participates in the evaluation of the statewide CASAS project.

4. Activities planned for 1984-85 based on stated goals and objectives:
   1) Expansion of computer software curriculum in the lifeskills and basic skills are of curriculum content.
   2) Development of our own assessment instruments based on the completed CASAS item bank.
   3) Involvement of all instructional staff in various staff development workshops.
   4) Continuing reevaluation of curriculum and teaching strategies.
   5) On-going assessment of local student needs.

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## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Sweetwater Adult School Date

Contact Person(s) Lynne Robinson

1. Goals and Objectives 1984-84:
   1. Implementation of an effective assessment system
   2. Field test CASAS
   3. Provide staff development for personnel implementing system
   4. Develop appropriate materials/recordkeeping forms

2. Description of activities completed to achieve goals and objectives:
   1. Used CASAS for State mandate reporting in daytime classes and expanded system to two evening classes.
   2. Field tested CASAS at all levels, including pre-vocational.
   3. Utilizing microcomputer, developed appropriate recordkeeping forms, student profiles, needs assessment forms and a district curricula matrix.

3. Evaluation of CASAS implementation efforts in your agency:

   Implementation of CASAS has been satisfactory at the sites involved in the areas of curricula and in field testing and evaluations. Staff development was helpful. Assistance with recordkeeping, both individual and group, is still needed.

4. Activities planned for 1984-85 based on stated goals and objectives:
   1. Expand implementation to remaining ESL programs (night classes).
   2. Via microcomputer, increase staff development inservices in appropriate areas, primarily recordkeeping.
   3. Training selected staff members in item writing and test construction.

CASAS CONSORTIUM PROJECT

FINAL REPORT

Name of Agency Tulare Adult School Date 7/5/84

Contact Person(s) Joetta Buenafe Ok

1. Goals and Objectives 1983-84:

   1. Implementation of an effective assessment system
   2. Field test CASAS
   3. Provide staff development for personnel implementing system
   4. Develop appropriate materials/recordkeeping forms

2. Description of activities completed to achieve goals and objectives:

   1. Used CASAS for state mandated reporting in daytime classes and expanded system to two evening classes.
   2. Field tested CASAS at all levels, including pre-vocational.
   3. Developed appropriate recoedkeeping forms, student profiles, needs assessment forms and a district curricula matrix.
   4. Conducted staff development meeting with instruction on new competency-based curricula (including ESL starter kit/Robinson) and newly developed material listed above.

3. Evaluation of CASAS implementation efforts in your agency:

Implementation of CASAS has been satisfactory at the sites involved in the areas of curricula and in field testing and evaluations. Staff development was helpful. Assistance with recordkeeping, both individual and group, is still needed.

4. Activities planned for 1984-85 based on stated goals and objectives:

   1. Expand implementation to remaining ESL programs (night classes).
   2. Increase staff development inservices in appropriate areas, primarily recordkeeping.
   3. Training selected staff members in item writing and test construction.

# CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Vallejo Adult School-Vallejo City Unified Sch. Dist. Date July 24, 1984

Contact Person(s) Karen Homayoonnejad

1. Goals and Objectives 1983-84: (1) Ongoing determination of assessment needs of adult educational programs. (2) Establish process for implementation of an effective assessment system in district adult education program, and demonstrate implementation of the assessment system. (3) Field test and evaluate items, instruments, materials, and system being developed for CASAS. (4) Provide staff development for personnel involved in implementing the Assessment System. (5) Develop survey acheivement level tests and related test materials and student test record sheets, and demonstrate in Fall 1983. (6) Demonstration Site to train other districts and agencies.

2. Description of activities completed to achieve goals and objectives:

(1) Participation in all Consortium Meetings. (2) Participation in Summer Institute and workshop activities. (3) Implemented CASAS field testing in the Handicapped Program Areas. (4) Extended Pre and Post testing to include ABE and ESL at the Beginning, Intermediate, and Advanced levels. (5) Provided staff development for 100% of the teachers and aides in all programs tested. (6) Teacher and Administrator attended Microcomputer Workshop for student and program record keeping. (7) Conducted workshops for the Fremont Union High School District Adult Education Program, and South San Francisco Adult School as a Demonstration Site for CASAS implementation.

3. Evaluation of CASAS implementation efforts in your agency:

Ongoing evaluation of all phases of the development and demonstration was provided through the consortium structure of meetings throughout the year, the Summer Institute, and in forms submitted for Demonstration Site workshops. All instructors and Coordinators involved in field testing of items, instruments, and assessment system filled out evaluation forms, which were returned with our test data results. In addition this district participated in designing, collecting, and evaluating data relating to all phases of the assessment system.

4. Activities planned for 1984-85 based on stated goals and objectives:

Consortium Goals and Objectives: (1) Ongoing determination of assessment needs of adult educational programs. (2) Establish process for implementation of an effective assessment system in district adult education program, and demonstrate implementation of the assessment system. (3) Field test and evaluate items, instruments, materials, and system being developed for CASAS. (4) Provide staff development for personnel involved in implementing the assessment system. (5) Implement an assessment system using the CASAS Item Bank and related test materials during 1984-85.

Site Goals and Objectives: (1) Train teachers to use the achievement results to monitor and adjust curriculum and instruction. (2) Establish a teacher committee to review Vallejo testing concerns. (3) Participate in Demonstration Site planning. (4) Participate in CASAS Implementation Workshops.

## CASAS CONSORTIUM PROJECT

## FINAL REPORT

Name of Agency Visalia Adult School Date June 11, 1984

Contact Person(s) Adele Stone

1. Goals and Objectives 1983-84:
   - a) To develop and put into use a placement test that will be discretionary in the placement of students into beginning, intermediate and advanced levels.
   - b) Begin acquiring updated competency based materials to aid in classroom instruction.
2. Description of activities completed to achieve goals and objectives:
   - a) Staff members have developed an acceptable placement test that has been put into use in classifying E.S.L. students.
   - b) The introduction of varied compentency based materials has produced a greater number of teachers who have replaced their subject matter with competency based instructional materials.
3. Evaluation of CASAS implementation efforts in your agency:

   Being a part of CASAS has provided our district with the impetus that was necessary in changing to competency based instruction. Though we are not 100% changed, we experience the effect of changed attitudes by the teachers while becoming part of the competency based movement.
4. Activities planned for 1984-85 based on stated goals and objectives:
   - a) Staff development workshops to acquaint teachers with newly acquired reference materials and use of curriculum matrix.
   - b) Provide for the awarding of certificates to students upon completion of identified competencies.
   - c) Pursue the need for a "transition class" for students who are leaving the E.S.L. but need basic education skills prior to high school entry.

**CALIFORNIA STATE DEPARTMENT OF EDUCATION** **Bill Honig**
721 Capitol Mall Superintendent
Sacramento, CA 95814 of Public Instruction

July 24, 1984

Mrs. Patricia Rickard
Director, CASAS Project
3249 Fordham Street
San Diego, CA 92110

Dear Pat:

The following is a summary of the External Diploma Program/CASAS Summer Institute meeting at U. C. Santa Cruz. Patricia McKinney was recorder. Participants included Robert Ehlers, Georgianna Schales, Karen Homayoonejad, Kay Hartley, Sue Broaddus, and Sandra Devereaux. I served as chairperson for the group.

At last year's EDP/CASAS Summer Institute meeting, the use of an alternative to the R/EAL was discussed. This year, two alternatives were presented for the group's consideration. These tests were Life Skills by Kenneth Majer, Riverside Publishing Company, 1980; and Minimal Essentials Test (MET) by William K. Rice et al, Scott, Foresman, 1980. After a discussion of the strengths and weaknesses of these tests and a re-examination of the R/EAL, it was decided to continue use of the R/EAL as it appears to be the only test currently available that includes a non-threatening listening tape for applicant use.

In addition, the group agreed that there are three EDP forms that should be modified for California use. These are the Monthly Statistical Report, the Inquiry, and the Graduate Follow-Up forms. The revision of these forms should weigh the amount of time needed vs. the depth of information required to monitor the EDP. Each local program will collect inquiry information that will reflect the information required by the original model. I will submit suggestions for simplification and improvement of the Monthly Statistical Report and Graduate Follow-Up forms.

Although to date there have been 45 EDP graduates and 149 program participants, a problem that continues to be of widespread concern is the expense of operating the program. SB 2181 (Torres) is being considered. It may be that this bill will accommodate funding of assessment activities.

For the future, a suggestion was made to update the program. This suggestion is in keeping with the state's move to increase academic rigor in all school programs. It was agreed that plans should be made to augment the science, mathematics, government and English components of the program.

In the event that you require further information, please do not hesitate to call.

Sincerely,

Juliet E. Crutchfield
Adult, Alternative and Continuation
Education Services
(916) 323-2563

JEC:bm

# 1983-84 SUMMARY REPORT

# CASAS HANDICAPPED COMMITTEE

**State of California** **Department of Developmental Services**

# Memorandum

To : Pat Rickard
CASAS Project Director

Date : July 25, 1984

Subject : 83-84 Summary:
Handicapped Committee

Telephone: ATSS ( )
( )

From : S. E. Pues, Chairperson
D.D. Handicapped Committee

The D.D. Adult Handicapped Consortium was established in the Fall of '83 for the purpose of developing an educational assessment vehicle for developmentally disabled adults. The only stipulation seemed to be that whatever was developed by the Consortium must interface with both the CASAS (California Adult Student Assessment System) and the CDER (Client Development and Evaluation Report for developmentally disabled individuals). Certain specific CDER Competencies had already been identified during the previous year as appropriate for Adult Basic Education classes. However, inasmuch as themajority of the Committee members were new to the concept and purpose of "CASAS", the decision was made to provide the members of the committee with a good background and understanding of the CASAS.

The meeting at Lanterman in October for the first time began to bring focus to the committee members and the meeting at Camarillo in November finally seemed to get things moving. It was at this meeting that the CASAS staff gave a detailed presentation on the CASAS Item Bank, the concept of CASAS, and what was required in establishing/developing an item bank and an assessmnet vehicle. Also, the Committe established a four-year plan for developing assessment items - 1st year, Independent Living Domain; 2nd year, Cognitive Domain; 3rd year, Vocational Domain; 4th year, Social Domain -, and a schedule of meetings for the 83-84 year.

The main focus of the January meeting at Sonoma was the continued training by the CASAS staff on the understanding of the CASAS concept and method of developing a test vehicle, and then providing intensive training in "Item writing". Also an "item writing format" was discussed and a sample format was to be prepared by Barry Tronsadt & Bill Ririe for presentation at the meeting in Fairview in February.

The Fairview meeting saw the establishment of the item writing format, a review of "sample items" written by committee members and brought to Fairview, and then extensive practice and training in item writing. A decision was also made to develop items for the four (4) standard areas of retardation, i.e., mildly, moderately, severely, profoundly handicapped, and to call them respectively, Level 4, Level 3, Level 2, Level 1. These levels also loosely parelleled the levels under each CDER Competency. This proved a mixed blessing inasmuch as it helped identify the level of functioning at times but not always. It was also decidedto ask each of the committee members to select two or more CDER Ccompetencies for which they would be responsible for writing 20 items (5 at each level) and then to bring them to the San Diego meeting in March.

At the San Diego meeting in March, an attempt was made to review all the items brought by by the committee members. Though many of the items were good competencies, very few fit into the CASAS format. This seemed to be a cause for discouragement for several committee members. However, during one of the first general sessions which included other consultants from DOE and CASAS, a finer focus was brought to the committee by asking the committee to concentrate this year only on writing items for Levels 3 and 4, thus giving us the immediate interface with the existing CASAS items. As a result of these two factors, several members of the committee chose to use the 3 days of the CBAE conference to meet in small group sessions to review and then to proceed to rewrite the collected items.
By the end of the conference tremendous progress had been made by these members and they now felt they were on the right track. The chairman of the Committee agreed to take the finished items home and to compile them into a presentable format for the next meeting. Also, several members then offered to write another set of 20 items for the Porterville meeting in April.

Messrs. Pues, Ririe, Tronstadt,and Lindberg met to review the finished items prior to the Porterville meeting and to begin designing a "test format".

The Porterville meeting was a total exercise in Item-writing. All previously written items were again reviewed and standardized language and format were developed. The "goal" for the 2-day session was to come up with another 100 items - and we came very close. However, after going thru the review and clearup process, many had to be temporarily shelved and will be reworked for later use in other areas or at other Levels.

Again, as after the San Diego meeting, the chairman offered to take the items home, clean them up, rewrite them in the new CASAS-CDER format then take them to the "steering committee" for another review before final preparation for the next month's meeting.

The "Project" began to create its own excitement about this time (at least for several committee members) and and urgency began to be felt. This also began to create a snowball effect and momentum began building. A "rash" suggestion turned into a proposal to complete enough items so as to conduct a "Fieldtest" in July. Counter-proposal was made for Fieldtesting in the Fall. "Impossible" simply meant it would require a bit more work, or, it would take a bit longer. Negotiations were entered into and it was agreed to go for a July Fieldtest. Several sessions were held between CASAS staff members, steering committee members, and specifically Mr Martois who now was the key person it putting together and establishing the parameters for the Fieldtest. He and his staff were asked to have a sample booklet ready for the meeting in San Jose in May.

At the May meeting at Agnews in San Jose, the test booklet format and time schedule was presented and approved by the Committee. Three subcommittees met to develop, at the meeting, 1)an Instruction Manual for the Fieldtest, 2) a priority listing of the items to be used, from simple to most difficult, and 3) a list of Afencies and the number of handicapped to be fieldtested with these materails.

Again, the latest completed items were taken home by the chairman, redone in the test format, then submitted to Martois to be used in the Fieldtest booklets. Mr Martois then prepared the items and pictures, dveloped a complicated system of overlapping items into 14 booklets, and had his staff begin the printing of the booklets. He was asked to bring a sample of the finished product to the June meeting.

At the June meeting, held in conjuction with the CASAS Summer Institute at Santa Cruz, Mr Martois presented samples, (Booklets 1 and 14), and explained the overlapping concept needed for validation, etc. Final decisions were made regarding testing schedules, instruction manual, training sessions for examinors, number of students needed, etc. Presentations were also made to the CASAS Institute attendees as to the work of the Committee and the product soon to be available to those Districts providing classes to developmentally disabled adults.

One of the major concerns for a project such as this was to find enough students for the Fieldtesting. In "brainstorming" with Mr Lindberg,and Mr. Pues, Mr. Ririe suggested he contact the Coordinator of L.A. Unified's for the Handicapped. This person generously offered to have her teachers fieldtest this material on all 2000 of their adult handicapped students!!!!

Training sessions for the examiners were conducted on July 10 and 11. Mr. Lindberg had sent letters to all "306" Districts who served Handicapped Adults, inviting them to send at least one staff person to the Training Session. Mr. Martois cajoled, begged, threatened, etc., and was able to have enough completed sets of Booklets available for these Training Sessions. Additional Booklets were printed and sent to Mr. Lindberg for distribution to northern districts which still needed Booklets. Testing is to be completed by August 20 and answer sheets and comments sent to Mr. Martois who will then process the results and compile the data. This data will be presented at the first meeting of the Committee for the 84-85 year, and which time plans will be made for the selection of items to be used in the first official Pre-test. At that time decisions will also be made as to the test format, who should be tested, test dates, etc.

Conclusion:

A project which started out with fuzzy purposes and guidelines, and after many fits and starts, finally appeared to find its way and to come up with the beginnings of what should prove to have a major impact on educational programming for handicapped adults -expecially the developmentally disabled adults - in the areas of assessment, curriculum and staff development.

# SECTION 310 STAFF DEVELOPMENT PROJECT

# COMPETENCY BASED-ADULT ENGLISH AS A SECOND LANGUAGE
# METHODS AND MATERIALS

## FINAL REPORT

Leann Howard

San Diego Community College

Continuing Education Centers

August 31, 1984

# Section 310 Staff Development Project
# Competency Based-Adult English as a Second Language
# Final Report

From February to August 1984 this project was funded to provide staff development to English as a Second Language (ESL) instructors to assist in the implementation of a competency based ESL program statewide.

The need for the development and delivery of this project was verified during presentations at statewide staff development workshops in academic year 1982-83. ESL instructors in many instances demonstrated a lack of background in both basic ESL methods and materials as well as the ability to utilize these methods and materials in a competency based program.

The project was designed to build upon the successes of the Core workshops developed under a previous 310 project directed by Lynn Savage. Within the new six hour workshop, trainers would demonstrate how to teach the four basic language skills especially as they relate to and are integrated with the identified life skills of the participant's students. Using a training manual, participants would be assisted in demonstrating samples of this integration of basic skills/life skills. A new workshop component would be added to assist the participants in identifying a competency based assessment system (see attachment A).

Activities under the project:

A. Proposed to: provide for planning and development of the new competency based adult English as a Second Language staff development workshops.

Completed: Project directors, Lynn Savage, Leann Howard, and Autumn Keltner met over a two month period (January-March 1984) and designed the new workshop (see attachment B for agenda). They also planned and developed the training of trainers workshop to prepare prospective presenters for the series of statewide workshops. (See attachment C for list of participants.)

B. Proposed to: Provide training and obtain input from the prospective workshop presenters.

Completed: 12 prospective presenters and the four coordinators (Sharon Seymour was added to assist with the coordination of northern California workshops) met on March 17, 1984 in San Diego.

C. Proposed to: Publicize the workshops at conferences and through distribution of brochures and flyers.

Completed:

1. Had printed 1,000 brochures which describe the workshop and provide information on how to arrange for workshops in individual districts.
2. Gave brief oral presentations at statewide competency based Education conference in San Diego (March 14-16, 1984) and distributed brochures to participants from throughout the state.
3. Distributed brochures to the CATESOL Executive Committee in San Jose on April 12, 1984.
4. Distributed brochures to participants at the state CATESOL conference April 13-15, 1984.

D. Proposed to: Present competency based Adult ESL workshops as requested statewide.

Completed: Presented 6 workshops.

1. May 12, 1984 at Monterey, California

   18 participants (from Salinas, Pacific Grove Santa Cruz, Watsonville districts)

   Presenters: Marge Ryder, Patti Weisman, Sharon Seymour

   Coordinator: Sharon Seymour

2. May 12, 1984 at Ontario, California

   32 participants (from Chino, Chaffee, Claremont, Adult districts)

   Presenters: Linda Little, Leann Howard, Gretchen Bitterlin, Sylvia Ramirez

   Coordinator: Leann Howard

3. May 19, 1984 at Napa, California

   14 participants (from Butte Community College, Napa Adult, Healdsburg Adult, Indochinese American Council, Buddhist Council of Refugees in Mendocino)

   Presenters: Peggy Doherty, Julia Jolly

   Coordinator: Sharon Seymour

4. May 23, 1984 at Santa Clara, California

   CBAE South Bay Area Spring Workshop

   25 participants (from South San Francisco,

Sequoia, Morgan Hill, Fremont, Pajaro Valley, Soledad, San Jose, San Mateo, Milpitas districts)

Presenters: Peggy Doherty, Leann Howard

Coordinator: Sharon Seymour, Leann Howard

5. June 2, 1984 at San Diego, California

San Diego Area Regional CBAE Spring Conference

36 participants (from San Diego Community College District, Grossmont Adult, Sweetwater Adult, Escondido Adult, Mira Costa College, College of the Desert, Colton, Vista Adult districts)

Presenters: Linda Little, Leann Howard, Gretchen Bitterlin, Sylvia Ramirez

Coordinator: Leann Howard

6. June 9, 1984 at San Francisco, California (YWCA)

21 participants

Presenters: Bill Shoaf, Christine Sweeting

Coordinator: Sharon Seymour

Evaluation of the workshops was ongoing and was based on information gained from participants via evaluation forms (see attachments D, E, F).

from local site coordinators, and discussion/brainstorming by presenters after the individual workshops. Feedback from both participants and site coordinators at initial workshops indicated a need to be more responsive to the participants' needs assessments (see attachment G) which were filled out prior to each workshop presentation. When the presenters did this, and eliminated the demonstration of techniques which were not requested the pacing of the workshop greatly improved. Also, the evaluation forms themselves were revised to obtain more concise/appropriate data which would assist in continued improvement in the effectiveness of the presentations

Local site coordinators indicated that workshops were extremely helpful in gaining a much needed overview of competency based ESL as well as concrete examples, plans and materials to be used in implementing local competency based programs. (Perhaps more formal, written evaluations from coordinators would be appropriate if workshops were continued.)

Presenters themselves suggested modifications after initial presentations. These modifications resulted in the development of revised workshop objectives and agenda (see attachments H, I, J).

Overall, the staff development project provided 6 workshops for 146 participants from 31 districts throughout California. The workshops were designed to provide training in the teaching of English as a Second Language in Adult Competency Based ABE/ESL programs. Comments from participants indicate that this goal was achieved.

This workshop increased my awareness of Competency Based Adult ESL by:
("I had never heard of CBAE")
"comparing CB/ESL to ESL as it is presented traditionally" (See attachment K.)
"focusing my attention on the needs of the student"
"bringing to my attention the needs not only of the students, but also the commumity"
"integrating basic skills and structures"
"linking ESL theory to competency based practice"
"introducing me to new materials related to CBAE"

"defining the components of CBAE"

"showing how to adjust texts to CBAE"

The most useful portion of the workshop was:

"doing the group task" (See attachment L.)

"demonstration (construction) of typical competency-based lesson plan (See attachment M.)

"management of time in class, lesson plan writing to achieve competency goals"

Overall, the workshops are:

"very well organized, practical, time effective"

"good for beginning teachers as well as review for teachers with some experience"

"showed me what a long way we have to go"

"was very well organized, however, we were rushed - not enough time to absorb and share"

"was very informative and certainly clarified my direction and understanding of planning and teaching an ESL course"

"Is too much to assimilate. As a new teacher I'm overwhelmed by the amount of books, materials, techniques available. I need to focus on a few things. Having us write a practice competency based lesson plan with objectives/implementation helped."

Showed me that:

"competency is a new thing - we need training and more training to move to this approach"

"you do an excellent job. I have a total picture of the adult ESL program"

# IDENTIFYING AND INCORPORATING
# A COMPETENCY BASED ASSESSMENT SYSTEM

V. Incorporating Assessment and Evaluation Components

  A. Assertaining Student Needs

    1. Surveys/Questionnaires from:
      a) Community (including business and agencies students interact with)
      b) Advisory committees
      c) Staff
      d) Students themselves (also can be obtained through bilingual aides)

    2. Information based on program's prior focus/experience

    3. Based on Core Competencies
      a) CASAS list
      b) CAL Comp list
      c) APL list
      d) Outlines from other districts

  B. Methods of Evaluating Student Attainment of Objectives

    1. Teacher observation (pair practice, role playing, simulation exercises)

    2. Paper pencil (teacher made or standarized tests)

    3. Students report back (contact assignments, unsolicited/spontaneous feedback

    4. Applied performance (non-paper pencil structured tasks with criteria for evaluation)

    5. CASAS - pre-post tests (mandated unit tests/level tests constructed within individual programs

ATTACHMENT A

# AGENDA

I. Recognizing the Components of CBAE/ESL

II. Analyzing a Lesson

  A. Demonstration Lesson: Non Indo European Language

  B. Classroom Management for CBAE/ESL

    1. Worksheet
    2. Beginning Sample
    3. Intermediate/Advanced Sample
    4. Pacing/Time management

  C. Group Task

    1. Reviewing texts for life skill or language skill focus

  D. Adaptation of Commercial Materials

    1. Language Focused
    2. Life Skills Focused
    3. Worksheets

III. Identifying and Using Appropriate ESL Texts and Materials

  A. Listening

  B. Speaking

  C. Reading

  D. Writing

IV. Putting it Together

  A. Level 1 Task

  B. Level 2 Task

V. Incorporating Assessment and Evaluation Components

  A. Assertaining Student Needs

  B. Methods of Evaluating Student Attainment of Objectives

VI. Evaluation

ATTACHMENT B

# PARTICIPANTS IN MARCH 17, 1984 TRAINING WORKSHOP

## SAN DIEGO, CALIFORNIA

| | |
|---|---|
| Lori Howard | Los Angeles Unified School District |
| Patti Weissman | Oakland Unified School District |
| Barbara Monis | Fresno Adult School District |
| Sharon Seymour | College of Marin |
| Julia Jolly | University of California at Davis |
| Christine Sweeting | University of California at Davis |
| Bill Shoaf | San Francisco Community College District |
| Marge Ryder | San Francisco Community College District |
| Joan Meier | San Diego Community College District |
| Gretchen Bitterlin | San Diego Community College District |
| Linda Little | San Diego Community College District |
| Autumn Keltner | San Diego Community College District |
| Sylvia Ramirez | Mira Costa College |
| Leann Howard | San Diego Community College District |
| Lynn Savage | San Francisco Community College District |

ATTACHMENT C

Original Version

## EVALUATION

## Basic ESL Methods and Materials
## In a Competency Based Program

1. Look at the workshop objective handout. Please rate on a scale of 1 to 5 (see below) whether the activities presented in this workshop have prepared you to:

| No | | Somewhat | | To a Great Extent |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Please reate each of the 8 objectives.

2. This workshop increased my awareness of Competency-Based Adult ESL by

______________________________________________

______________________________________________

______________________________________________

3. The three most useful techniques demonstrated were ____________________

______________________________________________

______________________________________________

______________________________________________

4. I was most familiar with ______________________________

______________________________________________

______________________________________________

5. I need more of ____________________________________

______________________________________________

______________________________________________

6. Other comments ____________________________________

______________________________________________

______________________________________________

______________________________________________

ATTACHMENT F

1st Revision

## EVALUATION

Basic ESL Methods and Materials
In a Competency Based Program

Location of this workshop ______________________________

Your school/agency ______________________________

1. Are you teaching Adult ESL now? ________ If yes, for how long? ______________

2. Is your school/agency implementing a competency based program now? ____________

3. Rate yourself on a scale of 1-5 (1 = totally unfamilar to 5 = very familar with):

   A. BEFORE this workshop I felt ________ the components of CBAE.
   1 2 3 4 5

   B. BEFORE this workshop I felt ________ basic ESL methods and materials.
   1 2 3 4 5

   C. AFTER this workshop I feel ________ the components of CBAE.
   1 2 3 4 5

   D. AFTER this workshop I feel ________ basic ESL methods and materials.
   1 2 3 4 5

4. This workshop increased my awareness of CBAE the most by ____________________
______________________________

5. The three most useful techniques demonstrated were ____________________
______________________________

6. Of the concepts presented in this workshop I was most familiary with __________
______________________________

7. In a future workshop I would like to have (need) more ____________________
______________________________

8. Other comments: ______________________________
______________________________

I attended: ________ Beginning Level Name (optional) ______________

________ Intermediate/Advanced Level

ATTACHMENT D

Final Version

Location of this Workshop ______________. Your school/agency ______________________.

1. Are you teaching Adult ESL now? __________. If yes, for how long? ______________.

2. Is your school/agency implementing a competency based program now? ______________.

3. Rate yourself on a scale of 1 - 5 (1 = totally unfamiliar to 5 = very familiar with).

| | | | | |
|---|---|---|---|---|
| (unfamiliar) | | (somewhat familiar) | | (very familiar) |
| 1 | 2 | 3 | 4 | 5 |

a. BEFORE this workshop I felt _____________ the components of CBAE.

b. BEFORE this workshop I felt _____________ basic ESL methods and materials.

c. AFTER this workshop I feel _____________ the components of CBAE.

d. AFTER this workshop I feel _____________ basic ESL methods and materials.

4. This workshop increased my awareness of CBAE the most by ________________________
______________________________________________________________________________

5. The three most useful techniques demonstrated were ________________________
______________________________________________________________________________

6. Of the concepts presented in this workshop I was most familiar with ______________
______________________________________________________________________________

7. In future workshops I would like to have (need) more ________________________
______________________________________________________________________________

8. Other comments: ______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I attented:

Name (Optional) ______________________

____ Beginning Level

____ Intermediate/Advanced Level

ATTACHMENT E

Listening: I would like to become more familiar with the following: (check only 3)

1) Minimal Pairs
2) Comprehension of Reduced Speech
3) Jazz Chants
4) Dictation
5) Total Physical Response
6) Activities for Following Directions
7) Comprehension of Lectures
8) Comprehension of Conversations

Speaking: I need more practice in conducting the following: (check only 3)

1) Oral Drills (Repetition, Chain, Substitution, Transformation)
2) Dialogues
3) Pair Practice Activities
4) Values Clarification Exercises
5) Problem Solving Exercises
6) Role Play Exercises
7) Intercultural Discussions and Exercises

Reading: I need to become more familiar with the following: (check only 3)

1) Visual Discrimination of Shapes, Numbers and Letters
2) Phonics
3) Sight Reading Techniques
4) Language Experience Technique
5) Preliminary Reading Activities
6) Scanning for Facts and the Main Idea
7) Understanding Vocabulary in Context
8) Inference Skills
9) 5 Levels for Questioning
10) Cloze Technique
11) Sequencing Exercises

Writing: I would like to become more familiar with the following: (check only 2)

1) Completion Exercises
2) Controlled Writing Assignments
3) Life Skills Writing
4) Writing Compositions

# WORKSHOP OBJECTIVES

At the end of this workshop participants will be able to design a lesson (as a component of a total program) which:

1. Focuses on objective which meets the assesed (vs. perceived) needs of ESL students.
2. Incorporates ESL techniques appropriate to that objective.
3. Provides for the application of the language skills taught to a real life situation.
4. Includes a component to evaluate student attainment of that objective.

## Enabling Skills

1. Select appropriate method of assessing student needs.
2. Demonstrate basic ESL methods and techniques.
3. Distinguish between language focused and life skills focused textbooks.
4. Select appropriate methods of assessing student attainment of objectives.

ATTACHMENT H

# WORKSHOP OBJECTIVES

At the end of this workshop participants will be able to:

1. Identify the basic differences between traditional and competency based English as a Second Language Programs
2. Design a lesson (as a component of a total program) which:
    - A. Focuses on an objective which meets the assessed (vs. perceived) needs of ESL students
    - B. Incorporates ESL techniques appropriate to that objective
    - C. Provides for the application of the language (basic) skills taught to a real life situation.
    - D. Includes a component to evaluate student attainment of that objective

ATTACHMENT I

# AGENDA

I. Recognizing the Components of CBAE/ESL

II. Analyzing a Lesson

- A. Demonstration Lesson: Non Indo-European Language
- B. Recognizing Language (basic) Skills and Life Skills
- C. Adaptation of Commercial Materials
  - 1. Language Focused
  - 2. Life Skills Focused
  - 3. Group Task - Reviewing Texts for Language Skill or Life Skill Focus
- D. Classroom Management for CBAE/ESL
  - 1. Sample Lesson Plan
  - 2. How Much of What?

III. Identifying and Using Appropriate ESL Texts and Materials

- A. Listening
- B. Speaking
- C. Reading
- D. Writing

IV. Putting it Together - Task

V. Incorporating Assessment and Evaluation Components

- A. Ascertaining Student Needs
- B. Methods of Evaluating Student Attainment of Objectives

VI. Evaluation

ATTACHMENT J

## PROGRAM CHARACTERISTICS OF TRADITIONAL AND COMPETENCY-BASED ESL PROGRAMS

| Program Characteristics | Traditional Adult ESL Programs | Competency-Based Adult ESL Programs |
|---|---|---|
| A. Instruction | | |
| 1. Desired Outcomes | Typically goal level statements (e.g. The Student will learn the English structures and vocabulary needed to satisfy most survival needs and limited social demands) | Specific, measureable statements typically at an objective level (e.g. The student will be able to follow oral directions asking for clarification as needed) |
| 2. Instructional Content | Language based (e.g. student will learn the past tense of common verbs) | Life skill competency based (e.g. student will be able to relate previous work experience using the past tense correctly) |
| 3. Mode of Instruction | Emphasis on presentation and practice | Emphasis on extension of presentation and practice to meaningful application |
| 4. Sequencing of Instruction | Determined by text (usually grammar-focused) | Determined by assessed needs of student |
| B. Assessment | | |
| 1. Purpose | Assess language proficiency | Certify life skill competency |
| 2. Based on | Recalled information - reflects knowledge about language | Demonstrated performance-reflects application of knowledge to life skill/role |
| 3. Type | Measures individual performance against the performance of a specific group (other Beginning ESL students other Intermediate Basic Ed students); assessment indicates degrees of performance reported in percentage scores or grade levels | Ongoing assessment (including pre/post tests) which measures students individual performance on specific competencies; assessment indicates whether student can/cannot perform according to specified criteria |

ATTACHMENT K

## TASK SHEET

1. Select a competency appropriate for your students
2. Design a lesson which teaches to that competency
    - A. Identify the language needed
        - 1) vocabulary
        - 2) structures
        - 3) language skills
    - B. Identify instructional content for each stage of the lesson
        - 1) presentation
        - 2) practice
        - 3) application
    - C. Identify Resources
    - D. Describe evaluation method

## WORKSHEET TO DEVELOP A CBAE/ESL LESSON PLAN

**Competency:** Upon completion of this lesson, the student will be able to: ____________

______________________________________________________________

______________________________________________________________

Language Focus

| | | | | |
|---|---|---|---|---|
| Vocabulary | | Structure(s) | | Language Skills |
| Review | New | Review | New | Listening |
| | | | | Speaking |
| | | | | Reading |
| | | | | Writing |

| | |
|---|---|
| Techniques/Activities<br>Presentation<br>Practice | Resources |

Application

Evaluation

ATTACHMENT M

# APPENDIX G

# CASAS DEMONSTRATION SITES

| | | | |
|---|---|---|---|
| SALINAS | 3/7/84<br>Soledad (2) | 4/11/84<br>Morgan Hill (6) | 6/16/84 |
| LA PUENTE | 12/6/83<br>Pomona (5)<br>Monrovia (2) | 1/20/84<br>Whittier (1)<br>Oxnard (4) | 2/9/84<br>Downey (3)<br>CA Rehabilitation Ctr. (4) |
| SAN DIEGO COMMUNITY COLLEGE DISTRICT | 3/19/84 (50)<br>25 agencies in cooperation with State Conf. | 5/1/84 | 5/22/84 |
| VALLEJO | 3/19/84<br>So. San Francisco (10) | 4/25/84<br>Contra Costa COE (7) | 6/21/84<br>Fremont Union HSD (4) |
| SAN FRANCISCO COMMUNITY COLLEGE DISTRICT | 6/26/84<br>Maryland State Dept. of Ed. (4) | 1/24/84<br>Preston (2)<br>Berkeley (5) | 2/23/84<br>San Leandro (1)<br>Mt. Diablo (6) |
| CLOVIS | 1/17/84<br>Central (3) | 1/31/84<br>Manteca (2) | |

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# APPENDIX H

## NORTHERN CONSORTIUM MEETING

October 5, 1983

10:00 - 3:00 P.M.

SANTA CLARA ADULT SCHOOL
1840 Benton Street
Santa Clara, CA 95050

## TENTATIVE AGENDA

1) Evaluation - John Wise/Pat Rickard
   - ABE Pre/Post Testing/Data Collection 1983-84
   - Overview of CASAS Evaluation Plan
   - Internal Evaluation Committee

2) Preliminary Report - ABE Pre/Post Data Analysis 1982-83

3) DNAE/CASAS Demonstration Sites

4) Reports on Implementation of Placement Procedures and Staff Development Efforts

5) Revision/additions to draft copy of User's Manual. (Bring in Writing - Discussion at December Meeting)

6) Need for Establishment of Computer Committee for Exchange of Software/Development Efforts

7) 310 Priorities for Next Year - CASAS

8) Need for Establishment of Regional Networks

9) CASAS Consortium - Advanced Training Priorities

10) Committee Meetings:
    VESL, Internal Evaluation, Handicapped, Corrections
    ESL, ABE/High School, Guidance/Management.

11) Commitee Reports

12) Handouts:
    National CBAE Conference - New York
    CASAS Goals 1983-84
    Information on the Test Bank Program

CONTACT: Barbie Ulmer (408) 985-6375

10) Committee Meetings:
VESL, Internal Evaluation, Handicapped, Corrections
ESL, ABE/High School, Guidance/Management.

11) Commitee Reports

12) Handouts:
National CBAE Conference - New York
CASAS Goals 1983-84
Information on the Test Bank Program

CONTACT: Barbie Ulmer (408) 985-6375

# SOUTHERN CONSORTIUM MEETING

October 6, 1983

10:00 - 3:00 P.M.

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
La Subida School
15444 Regalado
Hacienda Heights, CA

## TENTATIVE AGENDA

1) Evaluation - John Wise/Pat Rickard
    - ABE Pre/Post Testing/Data Collection 1983-84
    - Overview of CASAS Evaluation Plan
    - Internal Evaluation Committee

2) Preliminary Report - ABE Pre/Post Data Analysis 1982-83

3) DNAE/CASAS Demonstration Sites

4) Reports on Implementation of Placement Procedures and Staff Development Efforts

5) Revision/additions to draft copy of User's Manual. (Bring in Writing - Discussion at December Meeting)

6) Need for Establishment of Computer Committee for Exchange of Software/Development Efforts

7) 310 Priorities for Next Year - CASAS

8) Need for Establishment of Regional Networks

9) CASAS Consortium - Advanced Training Priorities

10) Committee Meetings:
    VESL, Internal Evaluation, Handicapped, Corrections
    ESL, ABE/High School, Guidance/Management.

11) Commitee Reports

12) Handouts:
    National CBAE Conference - New York
    CASAS Goals 1983-84
    Information on the Test Bank Program

CONTACT: Sharon Miller(408) 757-3931

# NORTHERN CONSORTIUM MEETING

December 8, 1983
10:00 - 3:00 P.M.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT
31 Gough Street
San Francisco, CA 94103

## TENTATIVE AGENDA

1) Preliminary Report - November Field Test

2) GED/CASAS Item Analysis Progress Report

3) Revision/additions to draft copy of User's Manual - bring in writing.

4) Planning for February Field Test.

5) Report on CASAS Demonstration Site Activities (ICEP)

6) Committee Break Outs and Committee Report Back

7) Report from CBAE National Conference

8) ABE Pre/Post Data Collection Procedures

9) Discussion of ISAM/CASAS Supplement Results

10) Planning for March Joint Meeting - Brain Storming & Prioritizing.
    a. Item Writing, Test Construction
    b. Intake Placement ESL Procedures

11) Planning for Summer Institute - Location - Agenda

12) Uses of and integrating of Northwest Item Bank

13) Information on the BEST

14) Other

CONTACT: GEORGE WOODWARD (415) 239-3088

SOUTHERN CONSORTIUM MEETING
December 7, 1983
10:00 - 3:00 P.M.

ALHAMBRA PUBLIC LIBRARY
410 W. Main Street
Alhambra, CA 91801

## TENTATIVE AGENDA

1) Preliminary Report - November Field Test
2) GED/CASAS Item Analysis Progress Report
3) Revision/additions to draft copy of User's Manual - bring in writing.
4) Planning for February Field Test.
5) Report on CASAS Demonstration Site Activities (ICEP)
6) Committee Break Outs and Committee Report Back
7) Report from CBAE National Conference
8) ABE Pre/Post Data Collection Procedures
9) Discussion of ISAM/CASAS Supplement Results
10) Planning for March Joint Meeting - Brain Storming & Prioritizing.
    a. Item Writing, Test Construction
    b. Intake Placement ESL Procedures
11) Planning for Summer Institute - Location - Agenda
12) Uses of and integrating of Northwest Item Bank
13) Information on the BEST
14) Other

CONTACT: Jo Smith (213) 308-2309

# NORTHERN CONSORTIUM MEETING

February 16, 1984

10:00 - 3:00 P.M.

San Jose Refugee Center
295 E. Santa Clara Street

## TENTATIVE AGENDA

1) Final Planning for March Joint Consortium Meeting in San Diego

2) Evaluation Report - John Wise and Cuba Miller

3) March Item Field Test - Levels to be tested. Number of students participating from each district.

4) National Adult Literacy Conference - Report

5) GED/CASAS Survey - Report

6) Field Test of Pre-Vocational Level B Life Skills Test - Nick Kremer

7) Committee meetings & Report Back

8) CASAS Demonstration Sites - Report on Career Guidance Component

9) Federal Legislation for ABE - Survey

10) Summer Institute - Preliminary Planning

11) Reminder: Competency Code List additions/revisions due at end of February meeting; Curriculum Matrix materials are due at end of March Joint Consortium meeting. (see attached forms)

12) Other

Contact Person: Esther Stone or Eileen Salmi (408) 275-9533

SOUTHERN CONSORTIUM MEETING
February 15, 1984
10:00 - 3:00 P.M.

BURBANK ADULT SCHOOL
3811 ALLAN
BURBANK, CA 91505

## TENTATIVE AGENDA

1) Final Planning for March Joint Consortium Meeting in San Diego

2) Evaluation Report - John Wise and Cuba Miller

3) March Item Field Test - Levels to be tested. Number of students participating from each district.

4) National Adult Literacy Conference - Report

5) GED/CASAS Survey - Report

6) Field Test of Pre-Vocational Level B Life Skills Test - Nick Kremer

7) Committee meetings & Report Back

8) CASAS Demonstration Sites - Report on Career Guidance Component

9) Federal Legislation for ABE - Survey

10) Summer Institute - Preliminary Planning

11) Reminder: Competency Code List additions/revisions due at end of February meeting; Curriculum Matrix materials are due at end of March Joint Consortium meeting. (see attached forms)

12) Other

Contact Person: Kim Rhodes (818) 845-7237

* Item Writer's Workshop, February 24, 1984 at 16700 Norwalk Blvd., Cerritos, CA 90701, telephone (213) 926-5566 ext 2563 from 9:00 a.m. - 3:00 p.m. There are 4 additional openings for attendance at the workshop. Call Barbara Barnes at (619) 230-2975 if you want to send participants. These 4 slots will be filled on a first come-first served basis. An additional workshop will be scheduled at a later date.

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## CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
## JOINT MEETING
## MARCH 13-14, 1984

## TENTATIVE AGENDA

### TUESDAY, MARCH 13, 1984

9:00-10:00 A.M. COFFEE & REGISTRATION (Bay Room)

10:00-11:00 A.M. GENERAL SESSION (Bay Room)
- A. Reports - Suzan Barron- Sharon Miller
- B. Placement Report - [illegible]ne Robinson
- C. CASAS goals for 84-85 - Pat Rickard
- D. ABE 1 Report - Dick Stiles
- E. Evaluation Report - John Wise

11:00-12:15 SUBCOMMITTEE MEETINGS
- A. Demonstration Sites - Career Guidance - (Del Mar Room)
- B. Internal Evaluation - John Wise/Cuba Miller - (Bay Room)
- C. Applied Performance - Dianne Pun-Kay - (Bay Room)
- D. Vocational - Nick Kremer - (Bay Room)
- E. Item Bank/User's Manual - George Woodward - Jo Smith (Del Mar Room)
- F. Competency List/Curriculum Matrix - Barbara Barnes (Chula Vista Room)
- G. Designing an Assessment System - For newcomers to CASAS - Suzan Barron (Pacific Room)
- H. Handicapped Consortium Committee - Jim Lindberg (La Jolla Room)

12:15-1:30 P.M. LUNCH

1:30-2:30 P.M. CONTINUATION OF COMMITTEE MEETINGS
- I. Summer Institute Planning Committee (Bay Room)

2:30-3:30 P.M. GENERAL SESSION
Subcommittee Reports - Chairs (Bay Room)

3:30-4:00 P.M. 1984-85 CASAS Consortium Contract (Bay Room)
Closing

4:00-5:[illegible] P.M. NO HOST BAR (Del Mar Room)
Table talks
1. New Demonstration Sites
2. Test Construction Trainers
3. Non-computerized recordkeeping

## WEDNESDAY, MARCH 14, 1984

| | |
|---|---|
| 8:00-9:00 A.M. | COFFEE BREAK (Bay Room) |
| | A. TECHNICAL ASSISTANCE ON ASSESSMENT SYSTEM DEVELOPMENT |
| 9:00-10:00 | 1. Basic Session - For those who have not used used the item bank to construct tests (Chula Vista Room) |
| 10:00-11:50 | 2. Advanced Session - For those who have used the Item Bank to construct tests - Dick Stiles (Chula Vista Room) |
| 9:00-10:00 | B. CASAS STAFF DEVELOPMENT/TRAINING PLANS FOR 1984-85 - Pat Rickard (Bay Room) |
| | C. USE OF MICROCOMPUTERS FOR CURRICULUM AND DATA MANAGEMENT (Pacific Room) |
| 9:00-9:50 A.M. | Recordkeeping using Profile III - Holda Dorsey |
| 10:00-10:50 A.M. | Test Bank Program, CASAS Test Analysis System - TRS-80 Model III - Robin Karrick<br>Data Entry & Evaluation Program - Robin Karrick |
| 11:00-11:50 A.M. | Scan-tron Test Report System - Apple II - Lynne Robinson |
| 9:00-12:00 | D. CORRECTIONAL CONSORTIUM COMMITTEE - Bob Ehlers (Bay Room) |
| 9:00-12:00 | E. HANDICAPPED CONSORTIUM COMMITTEE - Jim Lindberg (La Jolla Room) |
| 9:00-12:00 | F. NEW TO CBAE SESSION - Pat Johns (Del Mar Room) |

Contact Person: Cindy Russell (619) 230-2975

# CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Summer Institute
University of California Santa cruz
June 27-29, 1984

## TENTATIVE AGENDA

### WEDNESDAY, JUNE 27, 1984

9:00-12:00 Noon — Check-in and Registration Kresge College

9:00-12:00 Noon — Pre-Sessions

1. Handicapped Consortium Committee Meeting. Room 194
   Refinement of item assessment for handicapped adults, development of training packet for assessors, planning for Summer item field test; data collection/analysis; implementation and evaluation for 1984-85

   Co-Chairs: Bud Pues, Barry Tronstad
   Recorder: Barbara Barnes

2. Applied Performance Measures in the Classroom. Room 323
   Committee meeting and training Session.
   Attendance by pre-registration only.
   Focus on alternative assessment strategies in the development of applied performance assessment for classroom use.

   Chair: Dianne Pun-Kay
   Recorder: Leann Howard

1:00-2:00 P.M. — Opening General Session - Kresge Town Hall

Welcome and Introduction

Philip del Campo, President
Continuing Education, San Diego
Community College District

CASAS Implementation and Evaluation Activities, 1983-84

Dick Stiles, California State Department of Education

Overview of Summer Institute - Goals & Objectives

Pat Rickard, Director, CASAS
San Diego Community College District

2:00-2:15 P.M. Break - Refreshments

2:15-5:00 P.M. Committee Meetings

1. Internal Evaluation - Room 319
Evaluate information from Instructor Surveys; review additional data collected during 1983-84. Plan evaluation activities for 1984-85. Prepare feedback document for agencies on all evaluation forms collected.

   Chair: John Wise
   Recorder: Sylvia Ramierez

2. Vocational Assessment - Room 325

   Review of CASAS Vocational Assessment Survey, identify two vocational clusters for development of entry level assessment, discuss employability standards and oral assessment needs.
   Meet with Career Guidance Committee 4:00-5:00 P.M.

   Chair: Nick Kremer
   Reports: Ardis Breslauer, Autumn Keltner
   Recorder: Karen Angarano

3. Item Bank/User's Manual - Kresge - Right Front

   Final Recommendations for item development 1984-85

   Co-chairs: George Woodward, Jo Smith
   Recorder: Joetta Buenafe

4. Competency List/Curriculum Matrix - Kresge- Back

   Chair: Barbara Barnes

5. Handicapped - Room 194
Continuation of Wednesday A.M. meeting

   Co-chair: Bud Pues, Barry Tronstad

6. Career Guidance - Room A

Review all materials developed by the CASAS Demonstration Site Career Guidance teams. Plan Summer field test activities, and dissemination to CASAS Consortium.
Meet with Vocational Committee 4:00-5:00 P.M. Room 325. Vocational Assessment Survey

Chair: Holda Dorsey
Recorder: Leann Howard

7. External Diploma Program - Kresge Town Hall - Left Front

Evaluate first year implementation in three sites. Review need for updating and modification.

Chair: Juliet Crutchfield
Recorder: Pat McKinney

8. Applied Performance Committee Room 323

Revision of training packet

Chair: Dianne Pun-Kay
Recorder: Jo Ellen Bruce

9. Planning For an Assessment System - Getting Started: For newcomers to CASAS - Room 348

Chair: Mary Kernodle

5:00-6:30 SOCIAL - Porter Fireside Room

THURSDAY, JUNE 28, 1984

9:00-11:45 A.M. Training Sessions

1. Using Assessment Results to Improve Instruction Room 325

Trainer: Suzan Barron

2. Using Applied Performance Measures in the Classroom - Room 323

Trainers: Jo Ellen Bruce, Kim Rhodes

2) Planning For An Assessment System - Room 348

Training Session in planning for the implementation of an assessment system.

Trainers: Suzan Barron, Peggy Doherty

3) Using the ISAM and CASAS Supplement for Evaluation and Planning - Room 319

Co-Chair: Sylvia Ramirez, John Wise

4) Test Item Writing - Room A
Continuation of morning session

5) Vocational Assessment Committee -Room 323

2:15-2:30 BREAK

4:00-5:00 P.M. General Session - Kresge Town Hall

Report back from Committee Meetings and Training Sessions

6:30-8:30 P.M. CASAS Data Analysis - Room 323

Chair: Dick Stiles
Discussants: John Martois, John Davis, Mike Cowen

FRIDAY, JUNE 29, 1984
---------------------

9:00-12:00 A.M. Evaluation of Listening Assessment - Room 348

Review listening assessment activities and data for 1982-84. Recommend procedures for dissemination and further development

Co-Chairs:Peggy Doherty, Autumn Keltner

9:00-12:00 Noon Staff Development Planning for 1984-85 - Room A

Co-chairs: Lynne Robinson, John Tibbetts

Management Staff Development: Betty Gerhardt

Computer Lab - Room 325

"Hands-on" practice in use of computer programs demonstrated on Thursday. Sign-up in 1/2 hour blocks

Trainers: Cindy Russell, Alice Ullman

3. Using Data to Improve Program Planning - Kresge - Right Front

   Trainers: George Woodward, Holda Dorsey

4. Review of Test Construction (For those who have already used the item bank) - Room 348

   Co-Chairs: Peggy Doherty, Dick Stiles

5. Test Item Writing - Room A

   Create reading and listening life skill test items that measure mastery of competencies at all program levels. Develop plan for field testing items analyzing results. (This training workshop continues Thursday afternoon.)

   Trainers: Barbara Barnes, Doris Gomez, Dianne Pun-Kay, Joan Meier

6. External Evaluation Committee Meeting - Room 319

   Representatives of each committee to meet with evaluation committee.

   Chair: John Wise

7. Handicapped Committee Meeting - Room 194

   Continuation of Wednesday meeting:
   Item Writing for Assessment of Handicapped Adults

10:15-10:30 A.M. BREAK

11:45-1:00 P.M. LUNCH

1:00-3:45 P.M. Training Sessions:

1) Managing Data With a Soft Touch - Room 325

   First Session: 1:00-2:30 P.M.
   Second Session: 2:30-4:00 P.M.

   Use of the computer for data management will be presented including overview of programs to construct tests, score and interpret results, manage and monitor achievement, and analyze and use data.

   Chair: Lynne Robinson
   Presenters: Holda Dorsey, George Woodward
   Computer Program Trainers: Alice Ullman, Cindy Russell

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9:00-10:30 A.M. Evaluation Committee - Room 319

Chair: John Wise

Career Guidance Committee - Kresge Front Right

Chair: Holda Dorsey

Applied Performance Committee - Room 323

Chair: Dianne Pun-Kay

Vocational Committee - Room 323

Chair: Nick Kremer

10:00-10:15 A.M. BREAK

10:30-12:00 Noon CASAS Correctional Consortium - Kresge - Front Left

Planning meeting for July workshops

Chair: Mary Kernodle

9:00-11:30 A.M. Administering the New Assessment Item Tests for Handicapped Adults - Room 194

Workshop for those who wish to implement new assessment for handicapped adults in their agencies.

Co-Chair: Bud Pues. Barry Tronstad

11:00-12:00 Noon Meeting of New CASAS Demonstration Sites - Room Kresge Back

Chair: Jane Zinner

12:00-1:00 Noon LUNCH

1:00-2:45 P.M. General Session

Final Report - Committee meetings

1. Summary/Review of CASAS Goals & Activities Accomplished.
2. Staff Development Plans - 1984-85
3. 1984-85 Consoritum Goals, Activities, Timelines, Meeting Dates

Co:Chairs: Peggy Donerty, George Woodward-

Northern Consortium
Lynne Robinson, Southern Consortium

CLOSING

3:00 P.M. Transportation provided to San Jose Airport.

# APPENDIX I

# GED--CASAS SURVEY

# GED/CASAS SURVEY

## Background

At the CASAS Consortium meeting, held in Sacramento in March of 1983, Douglas Whitney, Associate Director of the GED Testing Service, was invited to address the group on "What the GED Test Measures and What Should It Measure." In discussions that followed, it was agreed that clarification of the relationship between the CASAS Competencies and the GED would be helpful. It was proposed that a study be undertaken to classify the GED content according to the CASAS Competency Statements, as appropriate, and then to establish the difficulty level relationship of the CASAS Mastery Scale and GED Standard Scores.

## Research Project

Following the meeting, the GED Testing Services gave permission to CASAS to reproduce, and alter the format of the Official GED Practice Tests for the purpose of establishing the correspondence between GED items and CASAS competencies. CASAS staff then reviewed Forms A and B of the Official GED Practice Test, to evaluate which subjects would be appropriate to include in the study. Test I: Writing Skills was omitted, because the items measure grammar and structure. The CASAS Competencies have a life skill focus, and classification would not be appropriate. The other four tests, Social Studies, Science, Reading, and Mathematics were included in the study.

After omiting the Writing Skills Test, the other four tests were altered, to remove all reference to the GED test. The items were renumbered for classification purposes. A response form was developed, listing all newly coded GED items from both forms of the Official GED Practice Test, and instructions for reviewing and classifying the items to the CASAS Competency Statements.

Six districts and a total of 13 respondents participated in the classification study. Each received a packet that included the altered GED tests in a packet called "CASAS Test Item Classification." Also included was a response sheet, directions for completing the response form, and the CASAS Competency List. This classification task required an average of 3 to 5 hours to complete, and each participant received a stipend for their participation in the study. CASAS staff then compiled the following results.

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# GED / CASAS
# SURVEY

4 GED Areas are being surveyed
- Social Studies
- Science
- Reading
- Mathematics

5 CASAS Content areas in survey
- Consumer Economics
- Community Resources
- Health
- Occupational Knowledge
- Government and Law

A Sixth Area: Computational Skills was included in the survey

6 districts are represented in the study

13 respondants

9 teachers
  Including ABE, High School, GED, Learning Lab, and ESL
2 Curriculum Specialists
1 Coordinator
1 Did not Indicate

## GED/CASAS SURVEY
## RATERS AGREEMENT OF 6 OR HIGHER

### GED - SOCIAL STUDIES

Form A - 13 items coded to CASAS COMPETENCY STATEMENT ( 43.3% )
Form B - 11 items coded to CASAS COMPETENCY STATEMENT ( 36.6% )

1 item to 1.6.3
Identify procedures the consumer can follow if merchandise is defective or inappropriate

2 items to 1.1.3
Interpret maps and graphs

4 items to 2.5.8
Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications
(see also 1.2.1, 1.4.2, and 4.1.4)

| | |
|---|---|
| 1.2.1 | Use the English Metric system |
| 1.4.2 | Interpret classified ads and other information to locate housing |
| 4.1.4 | Interpret job ads |

7 items to 6.7.2
Interpret data given in a bar graph

10 items to 6.7.1
Interpret data given in a line graph

### GED - SCIENCE

Form A - 1 item coded to CASAS COMPETENCY STATEMENT ( 3.3% )
Form B - No items coded to CASAS COMPETENCY STATEMENT ( 0% )

1 item to 6.7.1
Interpret data given in a line graph

### GED - READING

Form A - No items coded to CASAS COMPETENCY STATEMENT ( 0% )
Form B - No items coded to CASAS COMPETENCY STATEMENT ( 0% )

## GED/CASAS SURVEY
## RATERS AGREEMENT OF 6 OR HIGHER

### GED - MATH

Form A - 8 items coded to CASAS COMPETENCY STATEMENT ( 32% )
Form B - 8 items coded to CASAS COMPETENCY STATEMENT ( 32% )

4 items to 6.1.2
Subtract whole numbers

1 item to 6.1.5
Perform multiple operations using whole numbers

1 item to 6.3.3
Multiply common or mixed fractions

1 item to 6.4.1
Apply a percent to determine amount of discount

1 item to 6.4.3
Calculate percents

2 items to 6.5.3
Recognize or evaluate simple algebraic formulas

1 item to 6.6.3
Measure area and volume of geometric shapes

1 item to 6.6.6
Calculate with units of time

2 items to 6.7.1
Interpret data given in a line graph

1 item to 6.7.2
Interpret data given in a bar graph

1 item to 6.7.4
Interpret data given in a circle graph

# APPENDIX J

# JOINT DISSEMINATION REVIEW PANEL SUBMISSION

## PROGRAM AREA: ADULT BASIC EDUCATION

| | | |
|---|---|---|
| I. | TITLE | California Adult Student Assessment System (CASAS) |
| | LOCATION | San Diego Community College District<br>3249 Fordham Street<br>San Diego, CA 92110<br>(619) 230-2975 |
| II. | DEVELOPED BY | Member Districts in CASAS Consortium<br>Patricia Rickard, Project Director<br>Adult and Continuing Education Department<br>San Diego Community College District |
| III. | FUNDING SOURCE | State Administered Grants of Federal Adult Basic Education, Section 310 Funds; Total Funding of $1,003,202 received from 1980-84. |

IV. YEARS OF INTERVENTION AND FUNDING LEVELS

| | YEARS | FUNDING LEVEL |
|---|---|---|
| Program Development | 1980-81 | $152,597 |
| | 1981-82 | 191,531 |
| Program Implementation | 1982-83 | 209,857 |
| Program Demonstration | 1983-84 | 449,217 |

Evaluation data presented in this submittal are for the 1983-84 program year.

## V. PROGRAM DESCRIPTION

The California Adult Student Assessment System (CASAS) is a comprehensive educational system designed by field practitioners in order to provide adult education agencies with effective assessment materials and procedures. This system is adaptable to a variety of educational settings and is linked to competency-based curriculum goals and instructional programs. CASAS can assist adult education agencies with many different needs, ranging from the implementation of life skills literacy curricula, placement of adult students and assessment of student growth.

### A. PROGRAM CONTEXT

History and Need

In 1978, Dr. Richard Stiles, measurement and evaluation specialist for the California State Department of Education, conducted a formal, state-wide assessment of adult basic education (ABE) programs in California. During that review, Dr. Stiles discovered that California adult basic education programs had no uniform standards. They were characterized as having high student dropout rates, traditional school-age curricular material, and ineffective student assessment procedures. Based on these findings, CSDE decided to institute new standards and procedures for the design and certification of adult basic education programs. Exploratory research and investigation of the field of adult education led the state to select a competency-based, life skills literacy approach to ABE instruction. In 1981, the three-year State Plan for Adult Basic Education was adopted to reflect California's commitment to a life skills literacy program. In that Plan, the state mandated the establishment of instructional programs founded upon the principles of competency-based education (CBE). In the Plan funded agencies were allowed a three-year phase-in of the competency-based management system.

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In response to these mandates from the California State Department of Education, three major state-wide projects were instituted to help districts implement competency-based approaches to adult basic education. One of these three projects was the CASAS Consortium, a group of adult education practitioners from districts and agencies both within and outside of California. Specifically, the consortium includes representatives from 40 districts and agencies in California and also representatives from Washington, Oregon, Idaho, Hawaii, Nevada, Arizona and New York City. The consortium worked together to develop a comprehensive assessment system for improving competency-based instruction and management in adult basic education programs.

## Demographics of Setting/Characteristics of Program Participants

Out of 140 adult basic education (ABE) programs in California, forty of these programs are utilizing CASAS to respond to state mandates for program improvement and CBE certification. These 40 programs are quite representative of the entire pool of ABE programs. Specifically, the CASAS programs are located throughout California with approximately two-thirds of them in the sourthern section of the state. The programs operate in inner-city, suburban and rural communities with student enrollments ranging from 30 participants or less to large, urban schools with enrollments of 10,000 or more students. The settings for these programs have included unified school districts, community college districts, hospitals, correctional institutions and private non-profit organizations. Despite their diversity in setting and location, these CASAS agencies are all characterized by a life skills literacy curriculum focus and an intent to implement an instructional program using the principles of competency-based instruction.

In terms of student characteristics, the CASAS programs include the full range of adults and secondary students who are participating in ABE, ESL and high school completion programs in California. That is, all races and ethnicities are enrolled in these programs, including Black, Hispanic, Native Americans, Vietnamese, Chinese, Laotian, Korean, and Caucasian students. Furthermore, the students are of various ages (ranging from 16- to 18-year olds to senior citizens) and low income levels. Program participants include native English speakers as well as individuals whose primary language is other than English. Participants are typically the least educated most in need adults in California.

## Characteristics of Intended Beneficiaries

Intended beneficiaries are institutions that provide Adult Basic Education, English-as-a-Second Language, and high school completion programs for adults and second level students. Moreover, the students who participate in these educational programs are the beneficiaries of any improved instruction and management services provided by such institutions.

## B. GOALS AND OBJECTIVES

The overall goal of CASAS is to assist adult education agencies to implement a comprehensive educational assessment system for adults that reflects the specific competency-based curricula used in local instructional programs in a variety of educational settings. In addition, CASAS has two specific objectives for participating organizations, namely:

- To increase districts' capabilities to implement competency-based instruction and management systems.
- To provide effective assessment materials and procedures for the correct placement of adults in specific educational treatments in order to ensure the continued participation of these students in assigned treatment programs.

These goals and objectives have been addressed through the implementation of the CASAS approach to educational planning and student assessment.

## C. SPECIFIC CLAIMS OF EFFECTIVENESS

In light of the program's intended outcomes, the following claims of effectiveness are being made:

1. After one year, adult education agencies who utilized the CASAS model achieved a higher level of CBE implementation than institutions using other CBE approaches, as measured by the Institutional Self-Assessment Measure (ISAM).
2. Students who participated in CASAS classrooms demonstrated a higher retention rate than students in non-CASAS classrooms, as measured by program enrollment records.

## D. SALIENT FEATURES OF PROGRAM

The Calfiornia Adult Student Assessment System is a comprehensive set of procedures and resources designed to enable adult educators to develop and evaluate a life skills curriculum for competency-based educational programs. CASAS provides an interrelated, flexible system that links curriculum, instruction and assessment, allows for measurement of growth through program levels, and provides a means of assessing students with tests designed to measure those competency statements selected and taught at the various difficulty levels. The system is comprised of four major elements which are described below:

CASAS Competency List. This list contains over 100 competency statements within the general life skills content areas of Health, Occupational Knowledge, Government and Law, Consumer Economics and Community Resources. Sources for the content areas and competency statements included in this list were adult education projects validated by the JDRP, namely, the Adult Performance Level (APL) project, the External Diploma Program and the CLASS Project.

CASAS Item Bank and User's Manual. The CASAS Consortium has created an item bank of more than 2,400 test items that have been developed, field tested, and calibrated to measure life skills along a continuum of difficulty. The test items are referenced to the Competency List and each item is coded to specify the content area, competency statement and task being measured. In addition to the test items, which can be used to develop customized tests for various measurement purposes, there is a scaling procedure built into the item bank that shows the probability of a correct response at any point along the continuum of content used. The bank of calibrated items is based on the work of Rasch, which is being utilized for item and test development because of its superior psychometric properties (Wright and Stone, 1979). Tests that are developed employing this latent trait scaling procedure can provide more relevant information for test development than the use of classical techniques alone.

The CASAS Scale was anchored to intermediate level students' performance on a field test form. This field test form served as a reference point or base from which to determine the relative difficulty of all other test forms. A comparison of forms is possible through an item block design linking items from this base test to all other field test forms. Thus, the entire Item Bank is calibrated on a common interval scale. From this scale, three levels of survey achievement tests were constructed to measure student progress across the state in beginning through advanced levels of ABE and ESL. Two equivalent test forms were contructed for each program level. Content and range of item difficulty were matched in designing the equivalent forms. An achievement scale was calculated for each test form. This scale permits measurement of student progress on an equal interval scale, independent of norm groups. The test also provides criterion/content information about student mastery since every item has a scaled standardized difficulty level and also is referenced to each specific competency statement selected. Test results can then be used to provide more valid data on individual student achievement as well as group achievement after an instructional intervention, such as 100 hours of instruction.

The User's Manual, which accompanies the Item Bank, provides technical information related to test construction and the field test studies conducted to establish the validity and reliability of the assessment system. In terms of test construction, CASAS has utilized the professional expertise of external measurement and evaluation specialists over the entire four years of development. Content validity was established through a panel of adult education specialists who provided assurance that the test items would match life skills curricula and reflect the real-world criteria established for a competency-based life skills program. In terms of reliability, the internal consistency of the test items was determined through field testing that involved over 100,000 students; the ability, achievement and social characteristics of these students reflect those of a national norming sample. KR-20 reliability coefficient from these field tests ranged from .80 to .90, and were uniformly high across all groups tested. In addition to reporting on these data, the Manual provides instructions for the construction and administration of customized tests for various program uses.

Curriculum Index and Matrix. To link the assessment procedures with competency-based curricula, CASAS has created a curriculum index and matrix. The matrix identifies the location of each competency in a range of life skills instructional materials and indicates the appropriate program level of these materials. The materials referenced in this matrix were those that met the curriculum standards established by the CASAS Consortium.

Implementation Workshops. To assist agencies in the implementation of CASAS, several workshops have been designed for agency staff. These workshops provide training over a three-day period and address the areas of: a) test item writing; b) test construction using the CASAS Item Bank; c) designing and implementing an assessment system; d) classroom use and interpretation of test results; and 3) Program Manager's use of data.

## VI. EVIDENCE OF EFFECTIVENESS

Since the two claims for CASAS are quite divergent, the technical information related to each claim is being presented separately.

## CLAIM 1: Degree of CBE Implementation

### A. DESIGN AND SAMPLE

The design used in substantiating this claim was a post-test only experimental-control design. This design was considered an appropriate means of establishing treatment effects because the non-CASAS agencies included in the control group had similar pre-treatment conditions to the CASAS agencies, i.e., low levels of CBE implementation, as indicated by state site reviews. Moreover, these non-CASAS agencies all employed some type of assessment instruments and procedures.

Experimental and control institutions considered for the final sample were those adult education agencies that had declared themselves to be seeking full implementation and certification as CBE programs during the 1983-84 program year, and hence, had been engaged in implementation activities during 1982-83. The sample pool, thus, consisted of 64 districts implementing CBE programs--25 of these were CASAS districts and 39 were non-CASAS districts. To select the final sample from this pool, stratified random sampling procedures were employed with the strata being program size (ADA ranges of 100-1,000), educational setting (school district, community college and correctional institutions), and location (North, Central and South). A total of 22 districts (11 CASAS and 11 non-CASAS) were included in the final sample. These districts--both experimental and control--aproximate the state-wide distribution found among all 140 of California's federally-funded agencies.

### B. MEASURES

The Institutional Self-Assessment Measure (ISAM) was used to assess the degree of CBE implementation for each agency. The instrument includes 89 items with corresponding 5-point behaviorally anchored rating scales which are used to measure the extent to which CBE minimum program elements have been implemented. The measure yields a total CBE implementation profile score, as well as sub-scores for management, instruction and guidance strands. To measure the effects of CASAS, the total profile score and the sub-scores for management and instruction were used, as these test strands most closely relate to the intervention.

The ISAM is based upon minimum program elements for CBE implementation identified in the California ABE three-year State Plan. Items and scoring criteria were reviewed for validity by a state-wide staff development consortium and refined for field testing with 25 agencies by June, 1983. Interrater reliability was computed at 95% agreement for scale ratings of four agencies by three independent raters. The measure represents a slight modification of formats generally used for Behavioral Observation Scales (BOS) and Behaviorially Anchored Rating Scales (BARS). The measure was carefully constructed to conform with specifications of rating quality reported by Bernadin (1977), Dunnette & Borman (1979), Landy & Farr (1980) and Jacobs, Kafry and Zedeck (1980). The State of California has adopted the ISAM to measure compliance and certify agencies that offer CBE instruction.

### C. DATA COLLECTION PROCEDURES

For the purposes of this study, four individuals were trained to administer the ISAM. Training included a review of items in relation to scoring criteria. Four hours of training encompassed facilitation skills, material and observational evidence to support ratings and follow-up procedures. ISAM testers then administered the instrument in practice sessions with 25 agency teams during June, 1983. A four-hour follow-up training session and refinement of scoring procedures took place in September, 1983.

Data collected during a six-week period from October-November, 1983. ISAM administration was conducted by three trained facilitators who each ocvered one region of the state (North, Central, South). ISAM facilitators met with agency reams (managers, coordinators, teachers) for administration at agency sites. Scale ratings for each item were established by teams following a review of evidence/documentation that matched scoring criteria. Faciliators validated scale ratings through observation/review and recorded ratings on profile summary sheets. The profile summary sheets were sent directly to an independent, external evaluator for analysis. ISAM facilitators were independent of the CASAS project.

## D. DATA ANALYSIS

Implementation scores qualify as ordered metric level data; this type of data consists of ordered categories where the relative ranking of distances is known even though the absolute magnitude cannot be measured. For purposes of analysis, institutions were treated as individuals or cases, each contributing a total implementation score and sub-scores for CBE management and instruction. A one-way analysis of variance was applied to determine the significance of the magnitude of the difference between means (CASAS vs. non-CASAS) for total sub-scores.

The rationale for selection of Analysis of Variance procedures adheres to the positions of Abelson and Tukey (1959) who contend that the proper assignment of numeric values to the categories of an ordered metric scale will allow treatment of data at the interval level. This rationale is further supported by Labovitz (1970, 72) who argues that interval statistics can be applied to any ordinal level variable, where error is offset through the use of more powerful, robust statistical techniques.

Confidence levels were set at $p < .05$ to confirm existence of treatment effect. Educational significance was to be evaluated as a comparison of CASAS agencies vs. non-CASAS agencies qualifying for state CBE certification.

## E. RESULTS

The results for this claim are presented in Table 1. As can be seen, a comparison of means demonstrates statistical significance between CASAS and non-CASAS programs for total CBE implementation scores ($F=25.63$; $p < .002$) and sub-scores for CBE management ($F=19.31$; $p < .0005$) and CBE instruction ($F-22.96$; $p < .0003$). These results indicate that the CASAS model is an effective means of assisting adult education agencies to implement competency-based education. The importance of these findings becomes even more evident when considered in light of the program's eligibility for CBE certification. To qualify for state certification, programs have to attain mean scale ratings of 3.0 or above. All but one of the CASAS programs attained this level of implementation with the mean scale rating across all CASAS programs being 3.5 for the total ISAM score as well as the two sub-scores. Conversely, only 3 of the 11 non-CASAS agencies received ratings high enough to qualify for state certification; their two mean ratings were 2.4 for the management sub-score and 2.7 for the instruction sub-score. Clearly, the relationship of CASAS to CBE implemenation and certification attests to the importance of this system for adult education agencies.

## TABLE 1

### Institutional Self-Assessment Measure (ISAM): Summary of Descriptive Statistics and Analysis of Variance Results Comparing CASAS and Non-CASAS Districts

| | N | Posttest Mean | Posttest SD | F | p |
|---|---|---|---|---|---|
| Total ISAM Results | | | | | |
| CASAS | 11 | 248.8 | 25.9 | 25.63 | .0002 |
| Non-CASAS | 11 | 183.5 | 34.0 | | |
| Management Sub-Scale Results | | | | | |
| CASAS | 11 | 133.2 | 18.3 | 19.31 | .0005 |
| Non-CASAS | 11 | 93.8 | 23.4 | | |
| Instruction Sub-Scale Results | | | | | |
| CASAS | 11 | 115.5 | 11.2 | 22.96 | .0003 |
| Non-CASAS | 11 | 89.7 | 13.8 | | |

## CLAIM 2: Student Retention Rate

### A. DESIGN AND SAMPLE

For assessing program effects on students' retention in adult education programs, a nonequivalent control group design was used, with intact classrooms being randomly assigned to treatment and control conditions. The classrooms involved in this study were ESL classrooms from two different sites in a fairly large urban and suburban district. A total of 28 classrooms from these two sites participated in the study; within each site, 14 ESL classrooms received random assignment to treatment or control conditions. Thus, the design was modified into a 2x2 factorial to account for an important element of external validity, namely, location (site 1 vs. site 2).

### B. MEASURE AND DATA COLLECTION PROCEDURES

The measure used to assess student retention rate was program enrollment records. Specifically, the classroom test rosters for the state mandated ABE 306 test (a life skills test) were used to verify student enrollment on a pre- and posttest basis. These rosters were considered to be the best measure for this study, as regular attendance sheets are kept on a sign-in basis, and thus, are too dependent on students' behavior to be considered accurate. Moreover, the maintenance of the test rosters are a program requirement and provide a means of assessing student enrollment at the beginning of instruction and again at an equal time interval of 100 hours of instruction. The reliability and validity of this procedure is self-evident.

For the purposes of this study, enrollment information was collected from all participating classrooms by the ABE/ESL program coordinator for the district. Pretest enrollment data were collected at the beginning of the Fall semester in 1983 (September) and following 100 hours of instruction (November, 1983). Once the posttest data were collected, all results were sent directly to the external evaluator, John Wise, for analysis.

## C. DATA ANALYSIS

The analysis of enrollment results included both descriptive and inferential procedures. The total and average enrollments were computed for both sites previous to and following 100 hours of instruction. The percent of students retained in CASAS and non-CASAS classrooms also was computed. Two-way analyses of variance (ANOVAs) were run to compare average enrollment by site and treatment condition previous to and following 100 hours of instruction. Analysis that incorporated both descriptive and inferential procedures was considered to provide the most comprehensive view of results.

Confidence levels were set at $<.05$ to confirm treatment effects following 100 hours of instruction and $>.05$ for initial differences between groups prior to instruction. Educational significance was to be evaluated as an appraisal of the number or percent of students retained in CASAS classrooms against the number or percent in untreated classrooms.

## D. RESULTS

The data related to Claim 2 are presented in Table 2 which follows; Section 2a of this Table presents the enrollment data prior to instruction, while 2b presents the results following 100 hours of instruction. As can be seen, the non-CASAS classrooms had a slightly higher average enrollment at pretest time, but the two-way ANOVA results confirm that this difference was not statistically significant ($F=.153$; $p<.22$).

### TABLE 2

### Average Enrollment:
### Summary of Descriptive Statistics and Analysis of Variance Results
### Comparing CASAS and Non-CASAS Students

### A. Prior to Instruction

| | | Pretest | | | |
|---|---|---|---|---|---|
| | N[a] | Mean | SD | F[b] | p |
| Group | | | | | |
| CASAS | 14 | 26.6 | 5.9 | 1.53 | .22 |
| Non-CASAS | 14 | 29.8 | 7.4 | | |
| Site | | | | | |
| Site #1 | 14 | 26.6 | 6.9 | 1.53 | .22 |
| Site #2 | 14 | 29.8 | 6.4 | | |

### B. After Instruction

| | | Posttest | | | |
|---|---|---|---|---|---|
| | N[a] | Mean | SD | F[c] | p |
| Group | | | | | |
| CASAS | 14 | 10.78 | 2.5 | 31.3 | .000 |
| Non-CASAS | 14 | 5.7 | 2.3 | | |
| Site | | | | | |
| Site #1 | 14 | 7.6 | 3.4 | 1.79 | .1892 |
| Site #2 | 14 | 8.8 | 3.5 | | |

[a] Refers to number of classrooms

[b] F results for Group X Site Interaction $= .155$ ($p<.9$)

[c] F results for Group X Site Interaction $= .503$ ($p<.73$)

An examination of the post-test enrollment figures for CASAS and non-CASAS classrooms reveals a striking difference. The two-way ANOVA results (Table 2b) clearly indicate that students participating in CASAS classrooms are more likely to remain in adult education programs than their non-CASAS counterparts ($F=31.3$; $p < .000$). Moreover, these results were consistent across sites and classrooms. CASAS classrooms retained an average of 11 students (41%) after 100 hours of instruction, while non-CASAS classrooms retained only 6 students (19%) over a similar time period. Thus, the data confirm the hypothesis that an assessment system which enables teachers to appropriately diagnose, place monitor and certify students' progress results in high levels of student retention. Because student retention is an extremely serious problem for adult education agencies, this finding of increased retention rates with CASAS implementation is of great educational importance for these agencies and their students.

### Educational Significance

The overall importance of CASAS to adult education programs cannot be overestimated. First, it provides a means of assisting agencies to implement competency-based education and increase student retention. Second, the development of CASAS fills a critical void in the measurement of life skills literacy for adult and secondary students. The most frequently used literacy tests, the TABE and ABLE, are non-life skills tests that force adult education programs to evaluate their students in comparison to school-age children, and thus, provide an inappropriate means of assessing adult students' performance. Finally, CASAS was designed to impact at the institutional level, making possible articulation among program levels and establishing a uniform method for reporting progress. Thus, the long-term effect of widespread CASAS implementation is increased accountability of literacy programs and meaningful reporting of progress at local, state and national levels.

### Rival Hypotheses

For the first claim, the post-test only control group design was utilized to control for threats to internal validity based on systematic differences among agencies. A portion of the variance could possibly be attributed to agency characteristics related to self-selection, i.e., volunteering for consortium membership. However, the representativeness of the CASAS programs makes it highly unlikely that the major source of variance is owing to any factor other than CASAS implementation. In terms of the second claim, the use of a randomized experimental design allowed the program to control for most major threats to internal validity. The students in the CASAS and non-CASAS classrooms were comparable along factors of race/ethnicity, age and ability level; similarly, the teachers in these classrooms were comparable in terms of teaching credential and years of experience. Thus, the difference in CASAS implementation can account for the major source of variance in this study.

## VII. DISSEMINATION/REPLICATION

Questionnaire responses from program managers, ABE instructors and ESL instructors across California indicate widespread agreement as to the value of CASAS in confirming correct placement, identifying competency areas for instruction, improving instruction and implementing CBE instruction. Over 80% of the individuals surveyed report the following positive changes resulting from CASAS adoptions:

- Increased communication and coordination among instructors.
- Changes in the criteria for selection of instructional materials.
- Shifting from academic focus to life skills literacy instruction.

This widespread acceptance of CASAS by practitioners from diverse educational settings makes it likely that agencies in other states also will accept the CASAS approach and seek to utilize it for improvement of their adult education programs.

## VIII. COSTS

Conditions for successful implementation of the assessment system include an identifiable life skills literacy curriculum or commitment to implement such a program. Training in the use of the Item Bank prepares agencies for responsible use of CASAS resources, including test construction for placement, diagnosis, progress monitoring, certification and survey achievement purposes. No additional teaching staff or facilities are required, but some additional clerical time is recommended. Also, CASAS can be utilized with an optional microcomputer management system which requires three software programs and staff training to use thes programs. The following chart displays first year installation costs and maintenance costs in subsequent years; these costs are provided both with and without the optional microcompute programs. Cost figures are based on 60 students per program; per student costs would decreas drastically with a larger student population.

### COST TABLE

| | Installation Year | Subsequent Years |
|---|---|---|
| Staff Training (2 persons for 3 days @ $150/day) | $900 | 0 |
| Clerical Staff (20 hours @ $6/hour) | 120 | $60.00 |
| Equipment (1 locked file cabinet) | 200 | 0 |
| Materials and Item Bank | 400 | 60.00 |
| Optional Microcomputer Management System (3 programs) | (380) | (60.00) |
| Optional Staff Training (3 days @ $150/day) | (450) | 0 |
| TOTAL COSTS: | $1,620 | $120.00 |
| COSTS Per Student: | $ 27 | $ 2.00 |
| COSTS with Computer: | ($2,450) | ($180.00) |

### REFERENCES

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# APPENDIX K

## CASAS

## CAREER GUIDANCE

## Student Intake Form

DATE:____________________

**STUDENT PROFILE**

NAME:________________________________________ SEX M____ F____
Last First Middle

ADDRESS:______________________________________________________
Number Street City Zip Code

PHONE:( )____________________________ Soc. Sec. No. ____-____-____
Area Number (optional)

PLACE OF BIRTH______________________________ NATIVE LANGUAGE______________

ETHNIC GROUP: 1. Asian____ 2. Caucasian____ 3. Black____
4. Hispanic____ 5. Philipino____

How long have you lived in the United States? ________ years ________ months

How many years did you attend school?
a. in the U. S. _________ c. in a refugee camp _________
b. in another country _________

Do you have a job now? ______________
a. part time _________________ b. full time _________________

If yes, what kind of job do you have? ____________________________________

JOB TRAINING

Did you have job training in the U. S. ________________________

Did you have job training in your country?______________________

What kind of job training have you had?________________________

WORK HISTORY

| DATES WORKED | OCCUPATION | CITY | WHAT I LIKED ABOUT THE JOB | WHAT I DIDN'T LIKE ABOUT THE JOB |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## EDUCATIONAL GOALS

Why do you want to go to school now?

a. to enter a job training program ______________________________

b. to get a job (or a better job) ______________________________

c. to get along better in everyday life? ________________________

d. To pass the GED ______________________________________________

e. to get a High School diploma _________________________________

f. to go to college _____________________________________________

g. to start a business __________________________________________

h. personal reasons _____________________________________________

i. other ________________________________________________________

## VOCATIONAL GOALS

Please check one:

__________ I want a job now.

__________ I want a job later, after I learn ______________________________

__________ I'm looking for a job. In what area? ___________________________

__________ I don't need a job at this time ________________________________

In order of preference, what jobs would you like?

1st choice ______________________________

2nd choice ______________________________

3rd choice ______________________________

DO NOT WRITE BELOW THIS LINE

**TESTING INFORMATION:** (i.e.: listening, lifeskills, reading, math)

| DATE | TEST-FORM | SCORE | SKILL |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**VOCATIONAL PLANS**

| SHORT TERM | INTERMEDIATE | LONG TERM |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**PLACEMENT**

| DATE | PROGRAM/ACTIVITY | OBJECTIVES | LENGTH | HRS. PER DAY |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**DATE FOR FURTHER ADVISEMENT**

____________________ Counselor: ____________________

____________________ Counselor: ____________________

____________________ Counselor: ____________________

____________________ Counselor: ____________________

# CASAS - CAREER GUIDANCE STUDENT INTAKE FILE

Computer format for the Radio Shack TRS-80 Model III was prepared using Profile III Plus program.

## GENERAL INFORMATION

Name of program: CASAS

The files are in two segments. Segment one contains FIELDS one thru nineteen; segment two contains FIELDS 20 thru 26 and it still has 28 positions in case you would like to add other necessary FIELDS.

This information is important because the program will only scan or sort information by fields one thru nineteen. All the information contained in the file will be seen on the screen and may be printed, but I repeat you cannot sort or scan by fields 20 thru 26.

The definition of the files is as follows:

| Field Number | - Field Heading - | Field Length |
|---|---|---|
| 1 | LAST NAME | 12 |
| 2 | FIRST NAME | 8 |
| 3 | MIDDLE NAME | 6 |
| 4 | COUNTRY | 3 |
| 5 | LANGUAGE | 3 |
| 6 | SCHOOLING | 2 |
| 7 | TRAINING | 1 |
| 8 | WORK YEARS | 2 |
| 9 | EDU GOAL | 2 |
| 10 | VOC GOAL | 5 |
| 11 | JOB WANTED | 2 |
| 12 | TEST A 7 | 7 |
| 13 | TEST B | 7 |
| 14 | TEST C | 7 |
| 15 | TEST D | 7 |
| 16 | PLACEMENT | 4 |
| 17 | LONG TERM | 5 |
| 18 | NEXT DATE | 5 |
| 19 | ETHNIC GROUP | 1 |
| 20 | STREET | 15 |
| 21 | CITY | 10 |
| 22 | ZIP | 5 |
| 23 | PHONE | 12 |
| 24 | SEX | 1 |
| 25 | COUNSELOR | 3 |
| 26 | ENTRY DATE | 8 |

The chart tells you how many spaces were allocated to each field. As you see: Country must be abbreviated to three letters, ie: VIETNAM = VIE.

Schooling means total number of years of formal education.

Training refers as to vocational training; 1) in the U. S. 2) in another country
3) none

Work years has two spaces for the total number of years worked.

Educational goal has two spaces allocated to fill in based on info gathered on written form or you may want to make your own code, ie: HS = High School.

Vocational goal has 5 spaces to enter information on written form or your own code, ie: AUTO M.

Job wanted has only two spaces to enter info such as: FT= full time, PT= part time
NO= none.

Testing all four testing fields have been left blank and 7 spaces allocated where you can enter whatever testing information you prefer. You must be consistant though, in order to retrive the information later.

Placement, means just that, in what program or class the student is placed,
ie: ESL I.

Long term, is where the student should be placed when the prerequisites are fulfilled, ie: WELDING.

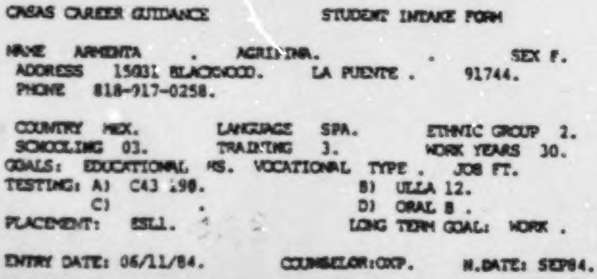
Next data, refers to the next appointment with counselor to review progress, or next testing date. This field can expedite record keeping by printing on a monthly basis the names of students who need to be seen or tested.

Ethnic group, the one slot allocated is to follow the ABC T-1 report forms.

| | | | |
|---|---|---|---|
| 1. | American Indian or Alaskan Native | 5. | Black, (not of Hispanic origin) |
| 2. | Asian or Pacific Islander | 6. | White, (not of Hispanic origin) |
| 3. | Filipino | | |
| 4. | Hispanic | | |

The rest of the fields are self explanatory, and may not be used for sorting or scanning.

The CASAS Career Guidance Student Intake program has only one screen which filled in looks like the following example:



```
CASAS CAREER GUIDANCE              STUDENT INTAKE FORM

NAME  ARMENTA     .   AGRIPINA.         .          SEX F.
 ADDRESS   15031 BLACKWOOD.    LA PUENTE .    91744.
 PHONE   818-917-0258.

 COUNTRY  MEX.        LANGUAGE  SPA.      ETHNIC GROUP  2.
 SCHOOLING  03.       TRAINING  3.        WORK YEARS  30.
GOALS:  EDUCATIONAL  HS.  VOCATIONAL  TYPE .   JOB FT.
TESTING: A)  C43 190.                B)  ULLA 12.
         C)          .               D)  ORAL B .
PLACEMENT:   ESL1.                 LONG TERM GOAL:  WORK .

ENTRY DATE: 06/11/84.        COUNSELOR:CKP.    N.DATE: SEP84.
```

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It also has four different report formats.

Report # 1 - Student Profile

Lists the students following information:

Name - Country - Language - Schooling - Training - Work years - Educational goal - Vocational goal - Placement and Counselor

Report # 2 - Vocational Interest

Lists Vocational goal - Name - Address - City - Zip - Phone #

Report # 3 - ABE Counseling Report-Advisement Date

Lists Name - Placement - Vocation - Phone # - Next date

Report # 4 - ABE Ethnic Report

Lists Last name - First name - Country - Language

Please see attached samples of these reports.

Now you are ready to use the diskette in order to enter the information of your students. So relax, sit in front of the computer. Turn on the switch. Insert the diskette with the notch to the left. Press the orange button.

You'll see TRS-80 Logo and copyright information. It asks you for the date - Enter date - Press enter. It asks you for the time - Enter time - Press Enter or just Press Enter.
You'll see TRS-80 Ready
Type RM - Press Enter
You'll see "the menu". To enter information type 3 (Inquire, etc.)
You'll see "Enter file name".
Type CASAS, press Enter.
You'll see "Enter Screen Number".
Type 1, press Enter.
You'll see Record Number.
The diskette has been programmed for 50 files for you to practice. Later you can expand the files to accomodate your student population.
Type 1, press Enter.

The file appears on the screen. To start entering the information type U (update) and press Enter.

An arrow appears at the point where you should start typing the information. Always start where the arrow starts.

You might want to enter your own information as a control. Type your last name then press Enter, the arrow jumps to where you should start typing your first name. When you have entered all the information press CLEAR to record it.

If you are pleased with it, go on to the next record, you may do so by moving the Keyboard arrow pointing down.

If you need to change information all you have to do is recall that record and by pressing U make the changes necessary. Do not forget to press CLEAR to record it.

## Printing Reports

When you are ready to print reports, go back to the menu and enter Selection 4 (print reports). You'll see Enter file name. Type CASAS - press ENTER.

You'll see ENTER FORMAT number.

Remember you have four choices.

Let's practice with Format 1.

Type 1, press ENTER.

You'll see ENTER PASSWORD. Type DORSEY - press ENTER.

You'll see the numbers and headings of 19 fields. Let's say that you want the report in alphabetical order. Type 1. You want to sort the whole field so just press ENTER. For now, select all records. Later you might choose to review only those of Ethnic Group 3 or those who are going into welding, the possibilities are enormous.

Make sure your printer is connected and that it has paper and voila, there it is.

I hope you enjoy this program and if you make improvements, please let me know.

Holden

# CASAS CAREER GUIDANCE STUDENT INTAKE REPORT

09/01/84

PAGE 1

| SORTED BY LAST NAME | NAME | | COUNTRY | LANGUAGE | SCHOOLING | TRAINING | WORK YRS | ED GOAL | VOC GOAL | PLACEMENT | COUNS |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | ALPIZAR | LELIS | CTR | SPA | 06 | 2 | 25 | HS | SEW | ESL1 | HED |
| | - APPLETON | LYNDA | USA | ENG | HS | 1 | 20 | MS | AUTO | ABE2 | AXQ |
| | ARIAS | ARGELIA | CUB | SPA | 06 | 2 | 30 | HS | ELEC | ESL1 | OXP |
| | ARMENTA | AGRIPINA | MEX | SPA | 03 | 3 | 30 | HS | TYPE | ESL1 | OXP |
| | ASHRAFNIA | BURHANUD | AFG | PER | 12 | 3 | 05 | 00 | WORK | ESL1 | OXP |
| | BEDIN | KATIA | BRA | POR | 15 | 3 | 00 | BA | | ESL1 | OXP |
| | BELTRAN | MARIE | MEX | SPA | 11 | 3 | 00 | HS | ELEC | ESL1 | OXP |
| | BLANCO | JAVIER | PER | SPA | 13 | 2 | 05 | HS | COMPU | ESL1 | OXP |
| | BORUEL | ELVIA | MEX | SPA | 10 | 3 | 05 | HS | COMPU | ESL1 | OXP |
| | BURUEL | MARIA | MEX | SPA | 11 | 2 | 05 | HS | BUSOF | ESL1 | OXP |
| | CASTANO | POLICARP | COL | SPA | 11 | 3 | 01 | HS | | ESL1 | OXP |
| | CHO | DONG | KOR | KOR | 12 | 3 | 02 | HS | | ESL1 | OXP |
| | CHONG | MARTIN | MEX | SPA | 10 | 3 | 00 | HS | COSME | ESL1 | OXP |
| | CRUZ | LIGAYA | PHI | TAG | 00 | 3 | 00 | HS | | ESL1 | OXP |
| | DANG | MY | VIE | VIE | 02 | 5 | 10 | HS | WELD | ESL1 | OXP |
| | DAO | TRINH | VIE | VIE | 12 | 3 | 03 | HS | COLLE | ESL1 | OXP |
| | DE LA TORRE | MARIA DE | MEX | SPA | 03 | 3 | 02 | HS | ELECT | ESL1 | OXP |
| | -DORSEY | HOLDA | MEX | SPA | 18 | 1 | 20 | PH | HORSE | ESL1 | SXA |
| | DUCH | DUL | CAM | CAM | 00 | 3 | 00 | HS | | ESL1 | OXP |
| | ESQUEDA | BERTHA | MEX | SPA | 06 | 3 | 01 | HS | BUSIN | ESL1 | OXP |
| | GONZALEZ | IGNACIO | MEX | SPA | 06 | 3 | 05 | HS | | ESL1 | OXP |
| | HASEN | LULU | SYR | ARA | 12 | 3 | 00 | HS | COLLE | ESL1 | OXP |
| | HASEN | MAAN | SYR | ARA | 11 | 3 | 00 | HS | COLLE | ESL1 | OXP |
| | HERNANDEZ | CARMEN | MEX | SPA | 07 | 3 | 05 | HS | TYPIN | ESL1 | OXP |
| | HOANG | CAO | VIE | VIE | 00 | 3 | 00 | HS | | ESL1 | OXP |

RECORDS SELECTED 25

## CASAS CAREER GUIDANCE STUDENT INTAKE REPORT

09/01/84 PAGE 1

| SORTED BY VOC GOAL | VOCATION | NAME | | | ADDRESS | CITY | ZIP | PHONE |
|---|---|---|---|---|---|---|---|---|
| | | CHO | DONG | MYON | 449 DAKESFORD D | LA PUENTE | 91744 | 818-336-5311 |
| | | HOANG | CAO | VAN | 13402 TRACY ST | BALDWIN PK | 91706 | 818-960-1745 |
| | BUSIN | ESQUEDA | BERTHA | | 609 CLINTWOOD | LA PUENTE | 91744 | |
| | ELEC | ARIAS | ARGELIA | | 18845 HIGHCASTL | LA PUENTE | 91744 | 818-913-2418 |
| | ELECT | DE LA TORRE | MARIA DE | JESUS | 1627 SAN ANTONI | ONTARIO | 91761 | 714-986-0446 |
| | HORSE | DORSEY | HOLDA | ESTHER | 1402 TAMARIX | HAC. HTS. | 91745 | 213-696-4660 |
| | SEW | ALPIZAR | LELIS | | 18615 GALEANO | LA PUENTE | 91744 | 818-912-0238 |
| | WELD | DANG | MY | VAN | 1008 HAMILTON | POMONA | 91766 | 714-417-2269 |
| | WORK | ASHRAFNIA | BURHANUD | | 3839 BALDWIN A | EL MONTE | 91731 | 818 446-6438 |

RECORDS SELECTED 9

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## ABE ETHNIC REPORT

09/01/84

| SORTED BY ETHNIC GROUP | LAST NAME | FIRST NAME | COUNTRY | LANGUAGE |
|---|---|---|---|---|
| | DORSEY | HOLDA | MEX | SPA |
| | ALPIZAR | LELIS | CTR | SPA |
| | ARIAS | ARGELIA | CUB | SPA |
| | ARMENTA | AGRIPINA | MEX | SPA |
| | BEDIN | KATIA | BRA | POR |
| | BELTRAN | MARIE | MEX | SPA |
| | BLANCO | JAVIER | PER | SPA |
| | BORUEL | ELVIA | MEX | SPA |
| | BURUEL | MARIA | MEX | SPA |
| | CASTANO | POLICARP | COL | SPA |
| | CHONG | MARTIN | MEX | SPA |
| | DE LA TORRE | MARIA DE | MEX | SPA |
| | ESQUEDA | BERTHA | MEX | SPA |
| | GONZALEZ | IGNACIO | MEX | SPA |
| | HERNANDEZ | CARMEN | MEX | SPA |

RECORDS SELECTED 15

08/30/84

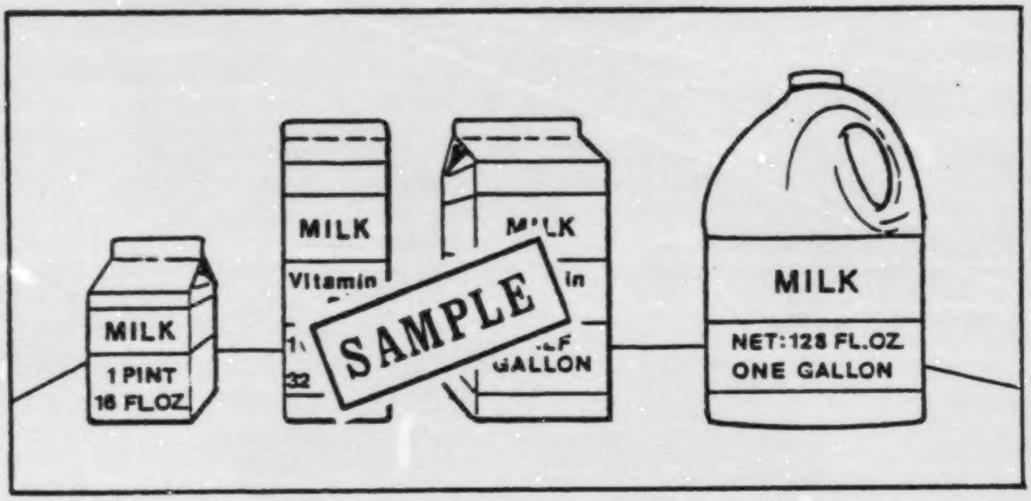
# ABE COUNSELING REPORT
## ADVISEMENT DATE

| SORTED BY NEXT DATE | NAME | | PLACEMENT | VOCATION | PHONE | MONTH |
|---|---|---|---|---|---|---|
| | ARMENTA | AGRIPINA | ESL1 | TYPE | 818-917-0258 | SEP84 |
| | BORUEL | ELVIA | ESL1 | COMPU | 818-330-5024 | SEP84 |
| | BURUEL | MARIA | ESL1 | BUSOF | 818-330-5024 | SEP84 |
| | CRUZ | LIGAYA | ESL1 | | 818-336-4478 | SEP84 |
| | DUCH | DUL | ESL1 | | 818-330-4023 | SEP84 |
| | HERNANDEZ | CARMEN | ESL1 | TYPIN | 818-917-8546 | SEP84 |

## APPENDIX L

# SAMPLE ITEM BANK INFORMATION

DIRECTIONS: Refer to the following labels to answer the next questions.


MILK
1 PINT
16 FL.OZ.
MILK
Vitamin
32
GALLON
MILK
NET:128 FL.OZ.
ONE GALLON

SAMPLE

117599

117598

117597

117596

SAMPLE

D.L. 202 Key B 117599

| Date | Norm Group | P-Value | N |
|---|---|---|---|
| 11/81 | Int. ESL | 74 | 580 |

Display: Milk container sizes 1175

You have one pint of milk. How many 8-oz. glasses of milk can you pour?

A. 1 glass
B. 2 glasses
C. 3 glasses
D. 4 glasses

D.L. 194 Key D 117598

| Date | Norm Group | P-Value | N |
|---|---|---|---|
| 11/81 | Int. ESL | 85 | 580 |

Display: Milk container sizes 1175

How many quarts of milk equal one gallon of milk?

A. 1 quart
B. 2 quarts
C. 3 quarts
D. 4 quarts

SAMPLE

D.L. 197 Key B [illegible]

| Date | Norm Group | P-Value | N |
|---|---|---|---|
| 11/81 | Int. ESL | [illegible] | 580 |

Display: Milk cont[illegible] sizes 1175

How many ounces of milk are there in a half gallon?

A. 32 ounces
B. 64 ounces
C. 128 ounces
D. 132 ounces

D.L. 201 Key C 117596

| Date | Norm Group | P-Value | N |
|---|---|---|---|
| 11/81 | Int. ESL | 75 | 580 |

Display: Milk container sizes 1175

You bought two quarts of milk. Your friend bought the same amount of milk as you did. Which of the following did your friend buy?

A. 2 pints of milk
B. 1 quart of milk
C. 1 half gallon of milk
D. 2 half gallons of milk

*Competency Code* 117

You have one pint of milk. How many 8-oz. glasses of milk can you pour? — *Item Stem*

A. 1 glass
B. 2 glasses — *Correct Answer*
C. 3 glasses — *Distractors*
D. 4 glasses

*Item Bank Code Number*

*Correct Response*

*Adjusted Rasch Score* — D.L. 202 Key B 117599

| | Date | Norm Group | P-Value | N |
|---|---|---|---|---|
| *Percent of students selecting correct response* | | | | |
| *Date of test administration* | 11/81 | Int. ESL | 74 | 580 |

Display: Milk container sizes 1175

*Display Code Number*

*Number of students answering item*

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